

The BUSINESS EDUCATION World

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The **BUSINESS** **EDUCATION** *World*

XXI

SEPTEMBER, 1940

No. 1

The Modern High School Program

WILLIAM R. ODELL, PH.D.

THOSE who are now engaged in work in the American public secondary school are involved, whether they realize it or not, in a unique undertaking that might be termed the "Great American Experiment"; for in no country ever before in the history of man has so large a proportion of the total population been maintained at public expense in a formal schooling program for so long a span of years. America's tremendous faith in schooling as the way to perpetuate what we hold dear in our country is obvious when we examine the annual tax bill for the maintenance of our public school system.

In spite of this long-enduring faith in our public schools, there is a growing conviction on the part of many school people themselves that our citizens are increasingly wondering as to the value of universal public education, and especially that afforded on the secondary-school level.

The recent establishment of various governmental agencies, as for example the C.C.C. and the N.Y.A., to carry on educational programs—for the most part, without the help of professionally trained educators—is but one straw in the wind. Still other governmental agencies have contemplated similar educational programs to be

carried on outside of regularly constituted school agencies. In every such instance the justification offered has been that the public schools "cannot meet or certainly are not meeting this special need now."



WILLIAM R. ODELL

In particular, there is grave doubt in many quarters, and again even among school people themselves, as to the value of the high school program for the so-called "nonacademic" type of student. That such students are present in significantly large numbers in almost every high school is immediately apparent if one but examines school enrollment figures.¹ When as many

as 70 and 80 and even 90 per cent of all persons of appropriate ages in community after community, and even in a number of entire states as well, are enrolled in public high schools, there can be no doubt on this score.

Whether high school programs can or do meet their needs is, however, decidedly open to question, and—what is especially disturbing—it is being questioned more and more. And with the increasing demands for tax moneys for the support of our current defense program, schools along with all other tax-supported institutions will be even more carefully scrutinized to determine

¹ "High School Enrollments Increase," Emery M. Foster, *School Life*, November, 1937, p. 77.

if services rendered justify present costs. Schools will compete for support in the immediate future not only with existing governmental activities but with new and greatly expanded ones as well.

Not only, however, is the program for nonacademic high school students being questioned; in recent times, criticism has been heaped upon the college-preparatory program as well. A number of very significant studies have been and are being made of this aspect of the high school program. Enough evidence is now available to indicate that we may confidently look forward to a constantly changing basis of admission to colleges and universities. As this becomes operative, the secondary schools increasingly will have to take greater and greater responsibility for their offerings.

In the past, and in the present still very largely, the high school for the most part has justified its program by simply pointing at college-entrance requirements and shrugging its shoulders. And by implication, of course, what was good for the college-preparatory group was equally good for the noncollege group. In the years ahead, this scarcely will be sufficient.

For all these reasons, therefore, it behooves those engaged in secondary education—participants in a unique experiment as they are—to re-examine the program they have built and to remodel it where it is not adequate. This should not be done in any save a calm fashion, but if it is not done by school people themselves soon, it seems probable that it will be done anyway.

This series of articles will cover—necessarily in a very sketchy fashion—some of the chief developments in secondary education and will indicate the particular implications of these developments for persons in commercial education. It is my intent that this series shall be informative, but it is intended to be challenging as well, for, of necessity, matters discussed will include certain highly controversial issues. The editor and the author, accordingly, will welcome questions and comments from interested readers. From time to time the most significant of these may be included in the BUSINESS EDUCATION WORLD.

♦ *About Doctor Odell:* Newly appointed assistant superintendent of schools in charge of secondary and adult education, Oakland, California. M.A. and Ph.D. from Columbia. Formerly co-ordinator of secondary education, Oakland; before that, assistant professor of education, Teachers College, Columbia. Has held high office in several professional organizations and has written tests, articles, and books on many subjects. Well known to B.E.W. readers. In 1939, on a fellowship, visited experimental high schools all over the country.

The Basic Problem of Reorganization

The present dilemma of the public high school has resulted from two separate, relatively recent occurrences or—perhaps more properly—developments. First, the basis of the traditional high school program—the theory of mental discipline—has been largely exploded by educational research. And second, the traditional high school function—selection of intellectually competent students and elimination from school of the others—has been entirely upset by changing economic conditions.

Any institution that is hit two such body blows obviously is in for a bad time until it can readjust. Possibly the basic difficulty has been that those seeking ways to readjust have been unwilling to break enough with tradition, or perhaps too few have possessed ingenuity and originality enough, to produce a program that has a chance to succeed because it starts from a wholly fresh premise. For the most part, at any rate, the vast majority of attempts that have been made in seeking a better high school program have simply tinkered with the old instead of starting anew.

Under the doctrine of mental discipline and the selective or eliminative function of the secondary school, the pattern of the program was a rather simple and obvious one. Each of the separate disciplines—or departments—existed as a self-sufficient unit with its own inherent sequence and with little concern over its relationship with other paralleling discipline-sequence patterns.

Thus, mathematics went from algebra, through plane geometry, through algebraic theory, on through solid geometry, trigonometry, calculus, etc., in a more or less

◆ *About Dr. Harl R. Douglass, Department Editor: Director of the College of Education, University of Colorado, Boulder. Formerly director of the Division of Education, University of North Carolina. Ph.D. from Leland Stanford University. Author of several texts on secondary-school administration and more than 100 articles. Is consultant of the American Youth Commission and the Educational Policies Commission.*



universally accepted and followed pattern. The alert teacher did note "correlations" or common points with other subject fields; but, while this was thought to be desirable and "enriching" and on the whole a pretty decent thing for a mathematics teacher to do, it ordinarily was not allowed to interfere too much with the main business of the mathematics program.

Students who finished this mathematics sequence were thought to have developed their minds and mental processes and to have profited by the "process of mathematics" quite as much as by the content or mathematical information and skills they had acquired. The other students—those who did not survive the mathematics sequence—were, in accordance with the eliminative concept of the high school, simply dropped from consideration by the mathematics department somewhere along the line.

This whole concept of the function of the mathematics department has become so entrenched that in most high schools even today all the mathematics available to non-academic students in their latter high school years is provided through courses offered not in the mathematics department at all but in commercial or shop courses, under such titles as "commercial (or business) arithmetic," "shop mathematics," or the like. Thus, the sole function of the mathematics department and program in such schools is still conceived to be to deal with an ever-decreasing proportion of students along a preconceived sequence, with steady elimination of those not "suited" to go further.

The field of mathematics was chosen as

the example simply because it illustrates, perhaps better than any other, the basic idea upon which the traditional high school program was founded. Leaders in mathematics teaching long since have moved away from this concept of their program, and in many schools significant modifications in the mathematics program have been and are being made.

The traditional organization pattern of the whole high school, however, was built upon the pattern just sketched for mathematics. Science, English, foreign languages, and history—the academic fields—each had a more or less independent entity with a separate departmental organization and course sequence. The whole concept was one of going over a sequence of hurdles in each subject area, everyone taking the same hurdles and in the same sequence, each student going as far as he could, with the departments' hands being washed of any student at any time he could not "meet the standard."

In the beginning this was a satisfactory basis for the secondary-school program. According to the doctrine of mental discipline, one can justify a departmental organization with a sequence based upon the inherent logic or discipline within each field. Specialization under that theory is a need for all alike. With acceptance of elimination of the intellectually unfit from the school as an agreed-upon end, no department had any obligation to do anything but steadily reduce the number and proportion of students under instruction. In a time when work was available to almost any young drop-out, few were apt to be unduly concerned either that large numbers of students did quit high school before graduation or even that many who were eliminated seemed, from other points of view, to be as able as or even abler than some who persisted.

As other programs were added to the high school offering, it was more or less natural that they should follow the same pattern already established by their more respected and better-established predecessors. Thus in the typical high school today the whole offering is organized on a departmental basis with fairly rigid sequences of subjects,

more or less independent of other departmental sequences, and with each subject (in many cases, even within a given sequence) all too independent of preceding and succeeding courses within the same sequence.

This is as true of the vocational sequences as it is of the academic, even though the more obvious unsatisfactoriness of the condition in the former is apparent. For example, we find students who are enrolled in advanced shorthand classes that purportedly aim at preparation for stenographic positions, but who do not have access to typewriters to transcribe their dictation notes or else have two different teachers for the two subjects, and who, in the classroom situation in general, never even approximate the work situation for which they are preparing. And the only reason ever discovered for this is that the commercial program and the industrial-arts program and the home-economics program all were built on the same basis as originally was devised for the academic.

Probably the most ludicrous illustration we have of another program being based upon the pattern set by the academic fields, however, is that of physical education as offered in the typical high school.

Here, quite without proper regard to one of the most fundamental purposes of the physical-education program—relaxation for youngsters who are tired of sitting still and of mental activity—in almost any high school one may select, approximately one-sixth or one-seventh of the entire group has its "relaxation" the first period in the morning before any sitting or mental activity has been engaged in. Another equal proportion engages in its exercises immediately following the luncheon period, in spite of well-accepted health rules to the contrary.

All of this reminds one of the man who, having many important things to do and not knowing where to begin, lay down and took his nap first just to get that over with and off his mind!

But here again, the only reason ever discovered for using this indefensible yet almost universal pattern for the physical-education program of the high school is that

the academic program has always been scheduled in that way.

At the present time the only really complacent high school teacher is the one in an academic field who refuses to admit—in his practices at least—that either of the two recent developments referred to at the outset has come to pass. For him teaching is easy; he has but to lead all his students alike through a preconceived set of activities and exercises and assign a failing grade to all those who do not meet his arbitrarily established standards. Such a teacher may be happy; but it appears to most that he lives in a fool's paradise. His program is but one part of the total educational offering that must be provided in any high school today. Those he fails must find their program elsewhere, because they may not drop out and go to work as formerly.

In sharp contrast to this teacher are the other high school teachers who are either teachers in the nonacademic fields or else, being academic teachers, are yet concerned over the program for those students who cannot succeed in the academic subjects. The state of mind of these is indeed uncertain, and their feelings of insecurity are everywhere manifested. Such teachers have no divine manifesto to use as a shield against attack from within and without, but instead must defend their procedures and convictions—in large measure, at least—simply on the basis of reason and argument. Such weapons are often none too effective in an assault upon well-established traditions.

Besides this, the latter teacher generally is under the added handicap of having to work within the fetters of the traditional high school organization and concepts. For example, such a teacher ordinarily must use the traditional marking system which often fits his concept not at all, must send his students on at the end of a semester to another teacher who holds the traditional point of view, and is provided no special materials or modified physical facilities which his program requires for success.

The real problem of the secondary school today, accordingly, seems to be to re-examine its basic purposes in the light of what we recently have discovered about the

educative process and what it is the school seeks to teach, and then to see how the offering will need to be organized to meet the conditions that prevail today. While such a procedure seems entirely rational, the

results it will yield may prove somewhat of a shock to us all because of the scope of the changes that will be required. Nevertheless, that shall be the content of the next articles in this series.

Is Secondary Education on the Spot?

HARL R. DOUGLASS, Ph.D.

Trenchant Comments on Dr. Odell's Article

DR. ODELL has called the turn when he insists that if the high school is to make good on its commitments (inherent in the situation of having for its clientele almost the entire population of young persons of high school age), it must move rapidly in effecting overdue readjustments. The costs of public education have mounted in the last half-century from a hundred million dollars to more than two and one-half billion dollars—2,500 per cent.

Since 1930, these large expenditures have resulted in stresses and strains upon the traditional faith of the American people in public education. These doubts have been actively stimulated and encouraged by individuals and organizations interested in keeping taxes down and in confining secondary education to "the better class of people." Many susceptible converts have been found among former high school students who feel that their high school gave them a stone when they asked for bread.

In addition to a greatly expanded and much more effective program of interpreting (or selling) the schools to the people, the program itself must, within the next few years, be made more effective and adapted to the needs of new pupils and new times.

For at least several years to come, not less than two or three billion dollars is to be spent annually on national defense. This is certain to result in reduced expenditures for relief, education, highway construction, and other public service. How much of this will be diverted from education will depend in part upon the impressiveness of the efforts the high schools make to offer a more valuable kind of training.

Dr. Odell puts his writing finger on some weaknesses that have challenged curriculum revisionists altogether too long with altogether too little result. (Bernard Shaw once said, "The schools always drive the tacks where the carpet was last year.") Because of these weaknesses, there has been a constant invitation for new agencies outside the school to take over and meet, at least in part, some of the needs neglected by the "schoolmarms."

Boys and girls who enter high school today—those who graduate and those who don't—will be found ten, twenty, thirty years from now in every occupation and at every level of economic and cultural life represented in America. Several times as many of them will be factory employees, farmers, clerks, waiters, truck-drivers, construction workers, and their wives as will be in the professions and the higher skilled trades. They must be educated for the kinds of lives they will live and the problems they will face.

As Dr. Odell points out, teachers and administrators can no longer evade the issue by taking refuge in such superstitions as the one that what is taught makes no difference, that the development of mental powers is the real objective of education, and that such development is best brought about through the medium of such subjects as Latin and mathematics.

Without doubt the growth of mental power is accelerated not only by the study of mathematics and Latin but also—and equally well, as Thorndike's study of more than a decade ago seems to show fairly conclusively—by means of shorthand, bookkeep-

ing, and the social studies and sciences. In addition, there are other more specific values that can be achieved at the same time, and better, by means of newer subjects.

Latin is slowly going the way of Greek, despite belated and frantic efforts to save it by means of sugar-coating campaigns for enrollments and other evidences of desperation that shame us. The fate of mathematics is in the balance. Unheeding the signs and needs of the times, many chauvinistic college professors of mathematics stand stubbornly in their ivory towers, opposed to any and all efforts to reorganize mathematics so that it may be taken with sufficient profit by the great mass of young people and not become a minor department in the high school. They join forces with authors of textbooks based upon the old order and control the thinking of sufficient numbers of teachers of mathematics to impede progress.

Nevertheless, progress in revamping the high school courses is going on apace. New materials in English are being introduced in high schools generally. Science courses are being revamped for the nonacademic pupil. College-preparatory mathematics is being deferred until the tenth grade in thousands of schools. Practical social studies are gaining ground steadily. The number of schools offering vocational and general-education business subjects, and the number of pupils studying them, both increase markedly every year. The enrollments in business subjects have risen from fifth place among the high school departments in 1910 to a close rival to second place in 1938.

Following the sound basic introduction appearing in this issue, Dr. Odell will present in succeeding issues more specific proposals and practices for improving the work and offerings in the schools. Let us follow him closely and see how far we agree.

Why not form a discussion group among teachers in your school and spend an hour or two each month in thinking through these things?

Dean Cubberly at Stanford used to say in the twenties, to his students who were preparing to be college teachers of education, "Tests and measurements, statistics, and business administration of the schools are

the points of great emphasis in American education today. These things will change. In fifteen years from now, the absorbing topic will be the curriculum."

That day is now here. Where will the unrest lead us by 1950 or 1960? Let's think along with Dr. Odell about it.

[EDITOR'S NOTE—Dr. Odell's article is the first of his series of trenchant discussions of the major trends in the modern high school and their significance to business educators. The BUSINESS EDUCATION WORLD is delighted to bring to its readers this outstanding contribution, and the accompanying comments by the editor of our Department for Administrators, Dr. Harl Douglass, a national authority on secondary education.]



THE American Business Writing Association has announced the results of its mail election of officers for 1940-1941. The new officers are as follows:

President: W. P. Boyd, University of Texas (formerly vice-president of the southern district).

Vice-President, East: Dr. N. W. Barnes, Columbia University (re-elected).

Vice-President, South: H. L. Marcoux, Tulane University.

Vice-President, Mid-West: Mrs. Alta Gwinn Saunders, University of Illinois (re-elected).

Vice-President, West: Carl Naether, University of Southern California (re-elected).

Secretary: C. R. Anderson, University of Illinois (re-elected).

Directors-at-Large: Dr. Roy Davis, Boston University (re-elected); Dr. E. J. Kilduff, New York University (re-elected); Dr. R. R. Aurner, University of Wisconsin (1939-1940 president).

Teachers of business writing are invited to write to C. R. Anderson, secretary, 304 Commerce Building, Urbana, Illinois, for information about the American Business Writing Association.

PI RHO ZETA, international fraternity and sorority, announces that chapters have been formed in the following schools in the first half of 1940:

Shenango Valley Commercial Institute, Sharon, Pennsylvania; Grace Martins' School, Pittsburgh; Bohecker's Business College, Ravenna, Ohio; Warren Business College, Warren, Ohio; National Business College, Knoxville, Tennessee; Northwestern School of Commerce, Lima, Ohio; Capital City Commercial College, Charleston, West Virginia; Clark's Secretarial School, Topeka, Kansas; Central Business College, Philadelphia; Calumet College of Commerce, Gary, Indiana.



Developing Business Skills In Typewriting

PERLE MARIE PARVIS

SO much has been written for us and so much has been said to us concerning specific skills that must be developed in our potential office workers that, if we were to try to follow all these suggestions, we should spend the rest of our teaching days in a quandary.

I remember, for example, a certain firm of lawyers that declared that they did not want any stenographic graduates from the Hammond High School because they were not fully trained for legal work. Those lawyers forgot that our school is located in the very heart of the greatest industrial community in the world, and that possibly only one graduate each year would find employment with a firm of lawyers.

There is a wide divergence of ideas on what business demands, and I think Blake W. Spencer stated the case very clearly in an article entitled "Businessmen Demand—or Do They?"¹

Still, I would not have you think that I turn a deaf ear to the demands of businessmen. On the contrary, I have actually sought out businessmen in communities where I have taught, in order to learn their specific requirements. I attend district and state conventions, and invariably a businessman turns up to tell us what we should teach. In fact, at one of our Indiana state meetings two years ago, I heard one with whom I was happily in accord. This man, a banker, said that he was not concerned with the condition of the student when he came to us; but that when we had finished with him and recommended him, he expected that student to be

a credit to his organization and to turn out a creditable piece of work.

Now I listen enough, and read enough, to know that there are many commercial educators who would question such a statement; but I still think that businessman was right. I don't really believe that it is my place to teach English, if the student doesn't have sentence sense and doesn't know how to spell; I don't think I should have to teach personal hygiene and emphasize the use of deodorants; I don't think I should have to teach how to wear and care for clothing; but I do believe that I am missing an opportunity and sadly neglecting my duty if I fail to correct any faults that mar any student's chances for a position in a business office.

That's my premise, for I have learned from following students on the job that it takes more to survive than mere skill.

Two girls, former students of mine, were state contest winners. Employers told me that they were highly efficient, yet these girls did not stay on the job. Inquiry brought to light the fact that one girl was dismissed, and the other had no encouragement to stay when she had a chance to move on, for the reason that both had body odor. The fate

♦ *About Perle Marie Parvis:* Instructor, Hammond (Indiana) High School. Graduate of Gregg College and Indiana University. Her students have set records in state contests. Has written for B.E.W. before; appears on many convention programs. On the staff of *Education Abstracts*. Has taught methods and theory courses in summer sessions. Has done reporting and many kinds of office work. Holds a gold medal for the Teachers' Blackboard Medal Test, highest shorthand-writing award made to teachers.

¹ *Business Education World*, Vol. XX, November, 1939, page 179.

of these two, coupled with the stories of many others whom I have followed on the job for more than ten years, convinced me that I was responsible for more than mere skill development.

I would not have you think that I am so busy finding individual faults and trying to right them that I am neglecting skill development; and I hasten to say that I firmly believe with Mr. Spencer that the greater the amount and the finer the quality of training, the better the chances for placement and advancement. I am trying, in the light of my own business experiences in several kinds of business offices, and in view of what I have learned from employers of my students, to turn out students who can do creditable work.

What skills, then, am I developing that will meet actual business standards? It goes without saying that a minimum of 50 words a minute on straight copy is not enough—and I say this knowing that some employment agencies, some firms, and some schools do hold to 50 or 60 words as a minimum requirement.

If mere copying skill is not sufficient, how shall I apply this to a test that will meet business standards?

An Envelope-Addressing Test

One method, which I have been using for a number of years, is my test on envelope-addressing ability. I use as my standard of output 800 to 1,000 envelopes for an eight-hour day; and that, I believe, will cover the beginner's rate of output as evidenced by various firms and employment agencies. For this test, my students are supplied with twenty-five No. 6 $\frac{3}{4}$ envelopes and twenty-five of the No. 10 size. Each student is given two sets of "3 by 5" index cards, each set containing twenty-five cards. These index cards are taken from a former assignment in which students had to make out 200 index cards. If you do not have your students make index cards, you might use a mimeographed list of names and addresses—such a list would do very nicely for this test. In order to simplify the checking process, each student has an identical list of names and addresses.

For the first half of the test, I have the pupils use the No. 6 $\frac{3}{4}$ envelopes. Just before they start, I illustrate the best time-saving procedures: envelopes, with flaps down, placed on the left-hand side of the typewriter; envelopes fed into the machine one following the other, and the one being removed being placed to the left to save time.

My pupils have already been told to space down 10 spaces on the No. 6 $\frac{3}{4}$ size and 12 spaces on the No. 10, but in this test I tell them to guess instead of taking the time to count spaces.

Erasures are permitted, but envelopes bearing errors will arbitrarily be thrown out.

Then I tell the students the standard, but I also tell them that previous classes, with the exception of three or four students, have managed to reach the minimum, and that the fastest students have previously reached a high of 1,400 and 1,450. The poor ones know from this that they have a chance to reach the minimum, and the best ones will try to better the former records.

The envelopes are brought to me just as soon as they are finished, so that I can give them their timing. The timing is done in minutes and quarter-minutes. When the entire class is finished, we check for errors and then compute, on the basis of the time it took for twenty-five envelopes, how many could be done in an eight-hour day. It goes something like this:

Let us say that one student's time was 12 $\frac{1}{4}$ minutes, but that one envelope was discounted because of error. That would give him a daily output of 940:

$$\frac{(25-1) \times 8 \times 60}{12.25} = 940$$

Since the timing is done in minutes, we must multiply the 8 hours by 60.

It seems to me far better to stop the test at the end of the first half and compute the output on the first twenty-five envelopes. Students are eager to see how well they have done; they have now rather learned the routine; and they can rest before proceeding to the second half. And, peculiar as it may seem, in spite of the fact that the last half is devoted to a test on a different

size of envelope—the No. 10—almost without exception the time is shorter, which means that output is stepped up.

Obviously, these students, if given a steady task of addressing envelopes, could better the figures I give them, although I assure you that I do not tell my students that. Obviously, too, no firm would likely penalize for a wrongly struck letter or figure in the address; but it is sufficient for my purpose that my students are able to say to a prospective employer, "On the basis of testing on envelopes in school, I believe I can get out 800 to 1,000 envelopes in a day." (Each student gives his individual figure, of course, and must not state a figure higher than his test indicates that he can really reach.)

Space is too limited here to give many figures, and I realize also that anything I may have discovered on this one project will not solve the heated debate on whether speed on straight copy is indicative of accomplishment in a business office. But I think you may be interested to know that the students who were typing in the sixties were those who reached 1,250 on the first envelope test and 1,400 and 1,450 on the second; that the majority of the class, who were typing between 40 and 50, were able to get past the 800 mark; that the four who fell below were typing only 38 and 39 on straight copy. It is with chagrin that I confess to any second-year students' typing only 38 w.p.m., but my alibi is ready: those students came to me doing only 26 and 28 w.p.m.

A Test of Transcribing Ability

Another project, which I have been using for several years in an effort to meet business standards, is a test in transcription ability. My decision to employ this test was the result of my own office experience. I went to work as a stenographer immediately after graduation from high school. Imagine, then, my difficulties when I tell you that in two years of shorthand and typewriting in high school I had been given only one typewriter transcription! As a result of my own experience, I have become something of a "crank" on transcription. I decided that

every student of mine should know perfectly well how to set up a letter from his own notes; therefore, the transcription test.

This test is given in the fourth semester. The object of this test is perfect transcription. One hundred short letters, ranging from 50 to 150 words in length, are dictated in groups starting with five letters and ending with twenty letters. The entire test covers nine weeks, but not nine consecutive weeks. I tell the students that, because I cannot possibly give them actual correspondence, I shall dictate the full address and spell unusual names. The letters are dictated slowly, within the range of the poorest student; no stop watch is used except occasionally to check on the progress of the class, so that I can make my own comparisons. Two years ago, I dictated these letters at about 100 w.p.m. to one class and at about 120 w.p.m. to another class. Last year's classes were somewhat slower, so I had to reduce the speed of dictation. Students are privileged to question a word or a phrase, at the end of each letter; just as I think they might do in an office.

The first day this test is introduced, I explain the procedure—that proofreading, spelling, and punctuation will all play a part in the outcome—and I place on the bulletin board a motivation chart, on which a record will be kept of each student's progress toward the goal of 100 perfect letters.

Then I dictate the first five letters and allow 25 minutes for transcription. My goal is 5 minutes for each short letter, and students who do not complete the transcription in that time are penalized for their slowness.

Three different tests of five letters each are given, and then I announce the ten-letter test. Ten letters are given on three different tests, and then I jump the number to fifteen. The two final tests consist of twenty letters each.

That makes a total of 100 letters, and in every case only 5 minutes per letter is permitted for transcription. Students are very much interested in seeing how nearly they come to that 100 mark, especially when the attractive motivation chart is used to indicate their progress.

My basis for grading these letters is simply this: If a letter *precisely as it comes to me* could carry my signature for mailing, then that letter passes. I shall explain that a little more fully. In an office, I could never get my superior educated to the point where he would mark corrections only on the second sheet, and in that way save my recopying a letter. Invariably I had to recopy even for a typographical error.

Therefore, I say to my students that I will permit a substitution of words or phrases or a deviation in punctuation when the thought is the same; but, proofreading being part of their training, a typographical error is enough reason to throw the letter out. You might be surprised at the quickened eyesight they develop. Incidentally, a wrong end-of-the-line division of a word is an error. After the first group has been marked and returned, then letters showing disregard for placement are penalized.

It is obvious that the ability to take a group of letters and transcribe them accurately would merit a businessman's consideration; but there is the time element in this test, which I want to explain. From my contacts with business I have concluded that not many employers have an idea of the number of words per minute they expect their stenographers to transcribe; but if my students can say, "I can get you out ten or twelve short letters in an hour," I believe that statement will meet with approval.

I have gone into these two suggestions for developing competency somewhat in detail, not with the idea that my plan is superior, but rather because it may be a little different from others.

Certainly, in the matter of transcription testing, I have implied that I am attempting to develop specific skill in spelling (or at least in the use of the dictionary), in punctuation, and in sentence sense. If you doubt my method of employing the heavy penalty, I shall tell you that students fairly well measure up to what is expected of them; and, if you get too argumentative, I shall point to London with less crime than Chicago, but with a greater chance of losing one's head if a crime is committed.

Even though I have spent a great deal of

time explaining these two plans, I should not like to leave you with the idea that I am neglecting some other phases that develop power to do the job. These I shall mention rather briefly.

During the first week of the third semester, students are taught the ways to make corrections by erasing and then crowding or spreading. The care of the machine is reviewed, the type cleaned, and a time limit set for changing ribbons.

This last might be explained. After I have checked to see that every student knows *how* to change the ribbon, I tell them that the process can be completed within 3 minutes, but that the fastest workers can do it in 1½ minutes. They are actually timed on this task, and I repeat the test until the entire class is finished within the 3-minute limit. Students are required to take a different seat in the classroom at the beginning of each six-weeks period; this helps to ease the fear of an unfamiliar typewriter.

Practice on Office Details

My students are given practice in the use of carbons, including the making of several copies with second sheets; in the cutting of stencils; and in the making of index cards. Part of the assignment on index cards is done on the side with ruled lines. Additional practice in lining up is given with mimeographed form letters; on these they learn to fill in names, addresses, proper salutations, and in the body of a letter, the proper amount if money is mentioned.

I shall never forget my own nervousness when my boss came to my desk and said, "Take a telegram, Miss Parvis." My students are given direct-machine dictation. Sometimes I dictate letters that I really want to mail. The chosen letters, carrying my signature, are displayed to the class. Included, too, is some practice in composing letters. Here again, occasionally, it is a letter that I intend to mail; in this case I read the letter that I have received and suggest the response.

I believe that skill should be developed in the use of duplicating devices, and, in communities where it is warranted, in the

use of the transcribing machine. I believe that all students should know something of filing, but just how much skill you develop along this line is more largely concerned with the attitude of your school board than with the need of your students, or so it has seemed to me.

One last thing—if we are to develop power in typewriting, our students must be able to do more than just their job. We must develop a sense of responsibility. I feel we teachers have long been in error in telling our students just what to do and just how to do it; we haven't forced students to do much thinking for themselves. I think we haven't done as much as we could in making the procrastinator meet the dead line, in encouraging the timid one to come out of his shell. If we look for them, there are many ways in which to develop power in addition to skill, per se. I have already said that I firmly believe that the greater the amount of training and the finer the quality of that training, the better your students' chances for success. More power to you!

EUGENE D. PENNELL, for nineteen years head of the commerce department at Western State Teachers College, Kalamazoo, Michigan, died June 4 at his home after an illness of three years.

Despite failing health, he continued in his work except during periods of especially severe illness and met his classes until within a day or two before his death.

Mr. Pennell was born November 15, 1876, at Findlay, Ohio. He received his B. A. degree from Western State Teachers College and his M.A. from the University of Michigan. After teaching in the Detroit Business College, Alma (Michigan) College, and the public schools of Minneapolis, he went to Kalamazoo in 1918 to become registrar of Western State Teachers College. He became head of the commerce department three years later.

Mr. Pennell served as executive secretary of the Minnesota Education Association, was an executive in the Alpha Gamma chapter of Phi Delta Kappa, and was secretary of the Kalamazoo Kiwanis Club. He is survived by his widow, Mrs. Ruth Pennell; a daughter, Mrs. Jane Ericksen, Fayetteville, Arkansas; and a granddaughter.

THE University of Iowa chapter of Pi Omega Pi, national commercial-education fraternity, initiated Louis A. Leslie, executive secretary to Dr. John Robert Gregg, New York City, as an honorary member on July 19. Two summer-session faculty members were also initiated: E. A. Zelliot, director of business education in Des Moines, and George Hittler, of James Millikin University, Decatur, Illinois.

Mr. Leslie addressed the fraternity on "The Rights and Duties of the Teacher of Business Education."

Joseph DeBrum, of Sequoia Union High School, Redwood City, California, was faculty adviser of the University of Iowa chapter of Pi Omega Pi for the summer of 1940.



PI OMEGA PI NOTABLES AT IOWA UNIVERSITY

Front row, left to right: Ernest A. Zelliot; Marian Lybbert, secretary, and instructor in typing, University of Iowa; George Hittler.

Back row, left to right: Joseph DeBrum; William Masson, president of the University of Iowa chapter of Pi Omega Pi; Louis A. Leslie; Virgil Copeland, chapter treasurer and inventory accountant, University of Iowa.

THE youth problem and national defense and their relation to vocational education will be the chief subjects for discussion at the coming convention of the American Vocational Association.

On a recent visit to San Francisco, L. H. Dennis, executive secretary, met with California leaders in vocational education and named John F. Brady, president of the California Teachers Association, as chairman of the committee to arrange the convention.

Preceding the general meeting in San Francisco will be gatherings of state directors of vocational education. These meetings will be followed by meetings of state supervisors, city directors, and trade-school principals. The main convention of the Association will open at the Fairmount Hotel, San Francisco, on Monday, December 16 and continue through December 18.

PARTICIPATION, PLANNING,

WE have a number of boys who have been looking for jobs for a long time. They need your help," said Frank Howe, secretary of the Port Chester (New York) Y.M.C.A., asking that we talk with the boys the next Saturday if possible.

At the meeting we found a score of youngsters of high school education or less, mostly of foreign parentage. We told them how to dig out their hidden assets, how to work out campaigns to get the jobs for which they were suited. The boys were not taking much part in the meeting, so we asked that some of them apply to us just as if they were looking for jobs and we were employers. There were loud calls for Tony. Tony came forward.

"What can we do for you, Tony?" we asked.

"I'd like to get a job."

"Ever work before?"

"Sure. I was with the Harris store."

"What did you do?"

"Drove a truck and made deliveries for two years."

"What else do you want to say about yourself, Tony?"

"Nothing, except that if I get the job, I'll work hard."

It did not seem that Tony had many hidden assets, but we started to probe.

"What time did you quit in the evening, Tony?"

"We were supposed to quit at six o'clock, but it was often seven or seven-thirty."

"Did you grumble about that?"

"No, I did not."

"What would Mr. Harris say about it?"

"He spoke to me several times about how pleased he was at the way I did the overtime work."

"Would he say that to anyone else?"

"I know he would!" exclaimed Tony.

"Were you accurate in your work?" we asked.

"I think I did all right."

"Did you make many deliveries to the wrong houses?"

SIDNEY and
MARY EDLUND

EDITOR'S NOTE—Boys and girls face no more difficult problem than that of choosing their careers intelligently, and then of landing satisfactory jobs. Nearly half of the younger people who have finished school are either unemployed or in what they believe are dead-end jobs. Many others have simply drifted into their jobs without any plans for the future.

Sidney and Mary Edlund believe that the opportunity for the great majority to get work and to gain satisfaction in that work is essential to their development as individuals and to the continuance of democracy.

In their articles, which will appear every month

"I can't remember making any."

"Would you know it if you did?"

"I think so," Tony replied. "If I didn't hear about it at the store, I'd hear of it from the customers. A lot of them were pretty friendly and spoke to me wherever we met."

"That is interesting, Tony. What brings the customers back to Harris' store?"

He gave several reasons, then said, "They get treated pretty well."

We asked him if he didn't think his friendly relations with the customers helped bring them back. He thought a moment and then said he was quite sure it helped in a few instances.

"How many accidents did you have during those two years you drove a truck?"

"None," said Tony, with pride.

Thus Tony discovered some of his hidden assets. Similar conversations uncovered hidden assets in others present. Every boy there began to realize that he, too, had assets that would be valuable to some employer.

At that meeting we gave examples in detail of how other young men had solved their job problems. We discussed with several boys how to plan their job campaigns. As the meeting progressed they took an active part in the discussions.

Six months passed. Frank Howe tele-

AND PERSISTENT EFFORT

The First of Another
Edlund Series on Job Getting

in the B.E.W., Mr. and Mrs. Edlund will bring out these vocational problems and indicate what can be done about them by students, by the school staff, by parents, by businessmen in the community. They will show the status of vocational guidance from the points of view of teachers, vocational counsellors, students, and businessmen who employ recent graduates. They will show how to organize with limited funds to meet these problems more effectively. They will demonstrate results by clinical examples.

The Edlunds are peculiarly fitted to treat with the difficult problems of vocational guidance and adjustment.

phoned again and asked if we would talk with some other boys about getting jobs. We hesitated to accept, because we were very busy and believed that little good could come from a single talk. (In the Man Marketing Clinic, on the other hand, many of those seeking jobs keep coming back each week until they land work.) But Frank Howe persuaded us by telling us what had actually happened after that first meeting.

Those boys, on their own initiative, stayed two hours after we left that Saturday afternoon. They decided they would meet every Saturday thereafter until all had jobs.

"Are they still meeting?" we asked.

"No," he replied. "They all landed jobs!"

How was it possible for those boys, who previously had been unable to get jobs, to find satisfactory employment within a few months?

We had taken the first necessary steps. We supplied detailed case histories of other boys like themselves, so that they could see new ways to go after jobs. They became interested. They studied the principles that lie back of any good job campaign. In addition, we applied these principles to the specific problems of several of those present. (The first steps are important!) Hope came to all the boys that they, too, could get jobs. They gained faith, courage, and the initia-

tive to plan to meet and consult with one another regularly until all of them had landed jobs.

The boys themselves supplied the other essentials to make this plan work. Everyone in the room participated in the meetings.

Of course each one spent much more of the meeting time on the problems of others than on his own; but by helping others, he taught himself. Looking at the other fellow, he could see that a good campaign should land a job. In helping to analyze the job problem of another, he learned to analyze himself and to dig out his own hidden assets. He learned to offer a definite service rather than just to look for a job. He realized that he must consider first the self-interests of his logical prospects, rather than give preference to his own interests. He began to *plan* to sell his services much as a manufacturer or merchant plans to sell his goods.

Some went further: they *planned* what they wanted to be doing five or ten years in the future. Finally they checked with one another to see that each went after his prospects with *persistence*.

Participation, planning, and persistence—these are the keys that have opened and will open the doors to many thousands of jobs.

The good that comes out of meetings designed to help those who are seeking jobs is likely to be in direct proportion to the participation of those needing help. Participation stimulates planning.

Too often, vocational meetings turn out to be just lectures with no follow-through. The young people may not even relate the speakers' words to their own specific problems. But let them discuss their own or their fellow students' vocational problems, especially under stimulating leadership, and they cannot fail to clarify their thinking about their future and their jobs.

Many students today recognize that it will not be easy for them to get jobs, especially satisfying jobs. They know too many young people, and adults too, who have no



MARY EDLUND

ABOUT THE AUTHORS

SIDNEY EDLUND is essentially a merchant, a business builder. He has been president of Life Savers, Inc., and president of Pine Bros., Inc. Now he heads the firm of business consultants bearing his own name. He is a teacher, too, for he has taught over twenty thousand men and women to sell goods and services. He was the first president of Kelvinator National Salesmen's Institute, a training school for several thousand salesmen. He is founder and organizer of the Man Marketing Clinic, which has had wide publicity and has been described in the *Reader's Digest*, the *American Magazine*,



SIDNEY EDLUND

the *BUSINESS EDUCATION WORLD*, and other publications. The twenty-odd branches of the Clinic, reaching from New York to Seattle, have harnessed scores of business leaders to help thousands of men and women, without charge, to land the jobs they want.

MARY EDLUND, before her marriage, was a high school teacher of English in St. Joseph, Missouri. She still advises some of her former pupils about some of their vocational problems. Later she was an industrial relations consultant with the Independence Bureau of Philadelphia. She conducted housing and cost-of-living surveys in many communities, so she has an unusually clear understanding of the living problems of workers. Later she was a department head for the Chase National Bank, of New York. Now she is a leader and director of the Man Marketing Clinic.

Based on the experiences of the Man Marketing Clinic, the Edlunds wrote *Pick Your Job—And Land It!* (Prentice Hall), which has been widely acclaimed as an outstanding book on this subject.

In the past year, Mr. and Mrs. Edlund have written more than a score of articles in this field. Several appeared in *Scribner's Commentator*, of which Mr. Edlund is associate editor. The series on "Pick Your Job and Land It," in last year's B.E.W., has been widely reproduced by schools for the use of their students.

Mr. Edlund is consulting with many schools on their vocational guidance problems. He and Mrs. Edlund will serve the readers of the B.E.W. as specialists in this field. We predict a nationwide demand for their second series, of which this article is the first.

work or only part-time or dead-end employment. Like Tony and his friends, many of these young people have no idea that they can do a great deal to help themselves. Even if they thought they could help themselves, they would not know how to start or where to get assistance. They simply drift.

But, like Tony and his friends, they can be stimulated to help themselves. Most will need more adult leadership than Tony's group needed, although the occasional student-directed career club indicates that some young people can carry on by themselves.

How can help be recruited to provide necessary adult leadership? Additional appropriations are one answer, but the amount needed is so great that it will be many years before appropriations will be adequate.

Another partial answer is to harness volunteer assistance. In every community there are capable citizens who are willing to give time regularly to help students bridge the gap between school and business. In more than a score of communities, large and small, businessmen have willingly contributed time each week to the Man Marketing Clinics¹ to help men and women get the jobs they want. Others will just as willingly help the younger people if the need is presented forcibly and a definite plan of action is outlined.

Probably the greatest source of help is the utilization of a technique that will enable one leader to teach many students.

¹ Described in Mr. Edlund's previous series, "Pick Your Job and Land It!" published in the *Business Education World*, Vol. XX, pages 9, 101, 189, 287, 385, 455, 564, 650, 741, 850.

That technique has been developed in the Man Marketing Clinics. Approximately 25,000 persons have attended the first of these Clinics alone, and 5,000 cases have been considered in detail. Large numbers of workers, many of whom had searched for jobs unsuccessfully for months and even years, have testified that they have landed the jobs they wanted because of the Clinic.

All the work of the Clinic has been done on Monday evenings only, with no financial appropriation and no charge to anyone.

The same technique has been adapted to many groups from New York to Seattle—to Tony and his friends; to those on relief; to school and college students. We think its most valuable application will be to students and recent graduates. The important elements in that technique are constant *participation* of the individuals in groups, detailed *self-planning* for the future, and *persistent effort*.

THE American Association of Commercial Colleges reports the following new members during the first half of 1940:

A. R. Beard, president, Midland Institute of Commerce, St. Louis, Missouri.

Dr. Hipolito I. Soltero, director, Underwood Gregg Commercial College, Caracas, Venezuela.

Pete McNee, McNee School of Commerce, Henderson, Texas.

Mrs. Nena Helen Foster, principal, Arlington (Virginia) Institute.

Thomas E. McLain, McLain's Business College, Bluefield, Virginia.

H. Mathiot, Havana Business Academy, Havana, Cuba.

President of the Association is C. M. Thompson, president of Thompson College, York, Pennsylvania.

BUSINESS administration stood third from the top in the spring listing of the number of candidates for baccalaureate degrees at East Texas State Teachers College, located in Commerce, Texas. Of a total of 218 bachelors' degree applicants, 43 were majors in elementary education, 32 in English, and 30 in business administration.

When Stanley Pugh, professor of business administration, joined the faculty in 1931, the department had one teacher and twenty-seven students. Four teachers are now employed and the enrollment for the spring of 1940 was 598.

Notes at the First Teachers' Meeting

By THE QUIET OBSERVER

EXCELSIOR

This teacher took a summer tour,
And this little teacher had fun;
This woman had duties to keep her at home;
That man spent his time in the sun.
But most of us went to summer school
And counted our credits all the way home.

SHORTHAND I

"Where did you come from, Lucy dear?"
"I failed math and Latin, and so I am here."

TENURE PROBLEM

Teacher Mary, so contrary,
You break the School Board's rule.
You have a spouse
And a little house
Yet insist on teaching school!

SUCCESS STORY

There was a young teacher
Who came to our school;
She was given so many students
It really seemed cruel—
But when she kept her school work
Above possible reproach,
The principal gave her, as reward—
The senior play to coach!

APOLOGY

Humpty Dumpty is making a speech
About how and when and where we should
teach;
That's why I'm writing this doggerel
verse:
I know it's bad—but listening's worse!

DR. C. H. KATENKAMP, head of the commercial department of Forest Park High School, Baltimore, since 1928, has accepted an appointment as acting vice-principal of the Patterson Park High School of that city. During the past summer he was principal of Baltimore City College summer school.

Dr. Katenkamp has contributed to the BUSINESS EDUCATION WORLD and other magazines and is the author of a series of instructional booklets on office machines. He has appeared on several programs of the Eastern Commercial Teachers Association.



A Geography Teaching Method

GERTRUDE DONNERSBERGER

THE following experiment was undertaken in Steinmetz High School, Chicago, to find a method of teaching commercial geography that will interest students, teach social aims, and raise the standards of such aims; that will be comprehensive and motivating; that can effectively cover the subject matter within the allotted time; that will stimulate a desire for further investigation of the subject—a method the use of which, when agreeable to all teachers involved, will create co-ordination among classes in the subject.

Four groups of Commercial Geography II students were chosen. Their study throughout the semester was carefully controlled and the results tabulated. All four groups were of a mixed I.Q., ranging from 80 to 110.

Although each group consisted of 35 to 40 students, only the 30 having a comparable I.Q. were included on the graph prepared for this experiment. This graph is shown on the following page.

All the 140 students were given the same work. Each class period covered 40 minutes, five days a week. The subject matter was divided into units of work, allowing one week for each unit. At the completion of each unit, a uniform objective test was given to each group in all four methods. The mean average of each class was recorded on the graph. The four different methods chosen were those which were found to be the favorite ones used by modern teachers.

During the first two weeks of the year, the 'Assigned Topic'¹ method was fol-

lowed; during the second two weeks the "Textbook"² method was used. In the third two weeks, the "Problem-Project"³ method was developed by each class; and for the fourth two weeks, the "Individual Study-Unit" method, described later in this article, was given trial. This entire process was then repeated during the second half of the term.

It will be noted on the accompanying graph that all four classes followed the same general trend. The "assigned-topic" method shows no rise in progress, while the "textbook" method used in the second and third weeks shows a definite drop.

The "problem-project" method used in the fifth and sixth weeks shows a definite rise for the first week of use and an apparent standstill for the second week of use. This halt in progress may be explained by the discovery of the fact that this method does not cover the ground in the same amount

^{1,2} Rolla Milton Tryon, *The Teaching of History in Senior High Schools*, Boston, Massachusetts, Ginn and Company. 1921. P. 69.

³ Mendel E. Branom and Fred K. Branom, *The Teaching of Geography*, Ginn and Company. 1921. P. 177.

◆ *About Gertrude Donnersberger:* Instructor, Steinmetz High School, Chicago. Holds Chicago Normal School certificate and has two degrees from DePaul University, Chicago. Has published other material on commercial geography. Interested in individual differences and visual education. Formerly director of Mozart School of Piano, Chicago; formerly faculty adviser, *Stockton Echoes*, Stockton Junior High School, Chicago. Hobbies: collecting specimens and making moving pictures for commercial geography.

of time that the other methods consume.

The sixth and seventh weeks, devoted to the "individual study-unit" method, show a definite rise for both weeks, culminating in the highest mean averages attained by all four classes, in any of the four methods.

A remarkable decline in mean averages is noted upon the return to the use of the assigned-topic method in the ninth and tenth weeks, although the averages are still approximately 5 points above the mean averages attained in the first two weeks' trial of the method.

The use of the textbook method in the eleventh and twelfth weeks again shows a continuous definite drop in averages, with little change from the first test of the method.

The second trial of the problem-project method, during the thirteenth and fourteenth weeks, again shows failure, which is accounted for by the fact that the allotted time is too short to cover the desired amount of subject matter.

The final trial of the individual study-unit method, during the fifteenth and sixteenth weeks, again shows an advancement

of approximately 10 points over the mean averages of the other three methods.

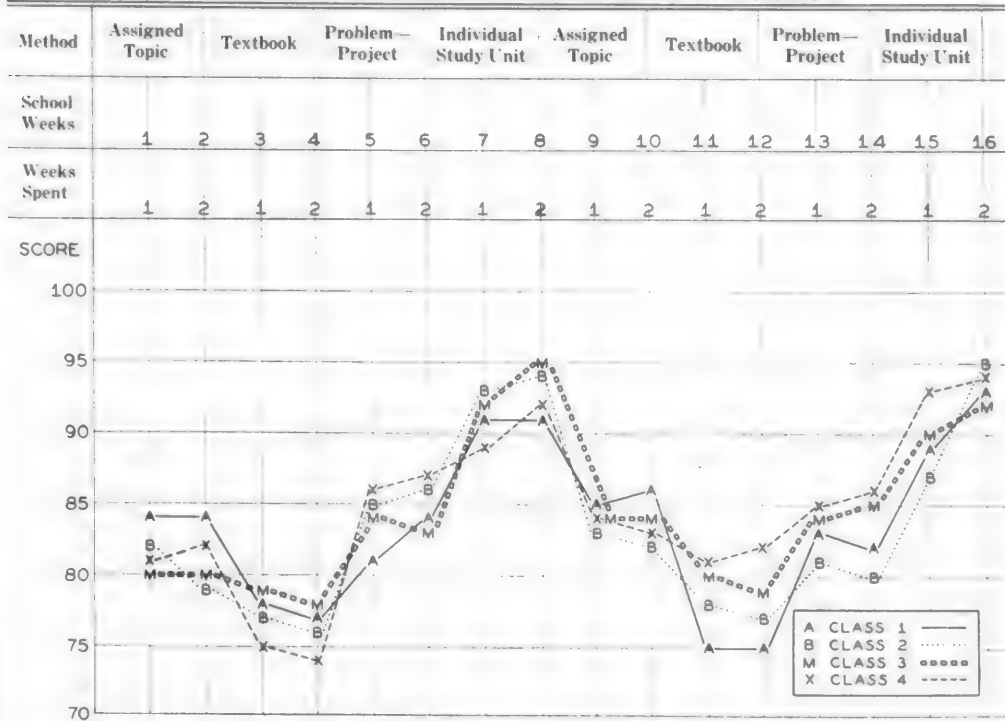
The Individual Study-Unit Method

The individual study-unit method, which was proved to be the most successful method through the tests shown in the graph, is carried on in the following manner:

Each student receives mimeographed sheets providing for five days' work, which covers a unit or sub-unit of work. This sheet is put in the hands of the pupil at the end of the time allotted for the previous unit. For each of the first three days of the five days' assignment, there are approximately ten problems, which may be answered in writing, in oral reports, or by graphs, maps, or drawings. The fourth day is reserved for the map work of the unit or for moving pictures on the subject, if they are available; and the fifth day is devoted to an examination on the unit.

During the first 15 minutes of a 40-minute class period, the pupil is given the opportunity to consult reference books provided in the classroom. Page references are recorded on the study sheet to enable

DISCOVERING A COMMERCIAL GEOGRAPHY TEACHING METHOD



the pupil to get answers without waste of time.

The remaining 25 minutes is used for recitation. A chairman from among the pupils presides and calls upon his classmates for answers to problems. Three or four pupils may be in action in clarifying the same problem through different mediums.

On the fourth day, the commercial facts in the unit that have been discussed during the first three days are brought into direct relationship to maps.

At the completion of the unit, the prepared objective test is given. Pupils exchange papers, and corrections are made through the aid of oral discussion guided by the teacher. Enthusiasm and attention—the two most-desired situations in a classroom—are usually attained when this procedure is followed. When the grades are recorded, the pupils' test papers are put on file for future reference.

A Typical Unit

The subject of Unit 15 is "Mexico and the Caribbean Regions."

Each student is provided with the following mimeographed sheets for the work of the week:

1. A list of more than forty reference books in the classroom library.
2. A sheet of questions and problems for the week's study, containing thirty-four questions and problems with more than ninety specific references to the classroom library books.
3. An outline map of Mexico and the Caribbean regions.
4. A sheet containing twenty-eight items of the completion and the multiple-choice types for an objective test.

MARION M. LAMB, book-review editor for the *BUSINESS EDUCATION WORLD*, has accepted an appointment to head the commercial department of West Liberty (West Virginia) State Teachers College. In addition to reviewing outstanding new publications for *B.E.W.* readers, Miss Lamb begins in this issue a new series of articles for student teachers, which we prophesy will become one of our most popular series this year.

Miss Lamb holds the degrees of A.B., B.S., and M.A. and has completed much of the work toward a doctorate in philosophy at New York University, where she has held a



◆ *About Dr. Ridgley, Series Editor:* Professor of geography in education, Clark University. Formerly director of geography of the A.E.F. University in France; headed the geography department of Illinois State Normal University. Fellow of the American Geographical Society. Holds the Distinguished Service Award of the National Council of Geography Teachers for "outstanding contributions to educational geography."

The Achievement Card

Pupils passing the unit test then present their achievement cards, on which they write the name of the achieved unit. The teacher affixes his signature of approval thereon.

The commercial geography department at Steinmetz High School has been enriched through the use of the individual achievement card used in conjunction with our individual study units and tests.

The pupil inserts on the card all units rating 75 or above. One side of the card provides space for making a list of unit tests and maps; the other side provides for extra activities, such as oral reports, mounted projects, or wall-sized map drawings used for illustration.

These credits are rated by the teacher and recorded by the pupil on the achievement card. The teacher then affixes his signature. All ratings are in plain view on the card.

This achievement-card procedure may be condemned because of the extra work entailed on the part of the teacher, but the results attained are excess reward for the labor.

teaching fellowship during the past two years.

Miss Lamb has taught business subjects in both public secondary and private business schools and has had much business experience.

THE University of Idaho, recognizing a growing demand for increased preparation in commercial education, now offers both a bachelor's and a master's degree for business teachers. A curriculum in commercial education has been provided by the University for a number of years. Miss Ellen Reiersen is head of the department.

THE STORY OF SHORTHAND

The Evolution of Shorthand Principles—I

JOHN ROBERT GREGG, S.C.D.

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AT this point in this series of articles on the history of shorthand¹ it may be well to recapitulate the development of the broad principles of shorthand construction, as distinguished from systems. The main features of the progress of the art may be summarized under twelve steps.

1. Based on Latin Capitals

The first step was the derivation of the characters of the Tironian "notes" from the majuscules, or capital letters, of the Latin writing of that time. The minuscules, or small letters that could be joined, and that were written uniformly as in our current running hand, did not come into general use until the ninth century. As the majuscules of Latin are written in all directions—for example, *V* is written with a back-slope character and a forward upward character; *A* is written with an upward character, a back-slope character, and a horizontal crossbar; *T* is written with a horizontal and a vertical stroke—the shorthand characters derived from the majuscules were written in all directions—back-slope, forward slope, horizontal, and vertical.

2. Imitation of Latin Style by Modern Authors

The second step was the imitation of the Tironian notes by the early English authors, and, consequently, the adoption of the majuscule basis, which imposed the multi-sloped style of shorthand writing upon the art for centuries.

3. Simplification of Characters

The third step was the gradual progress, through a series of early English systems,

toward the expression of each letter of the alphabet by a single character.² This is probably the most clearly defined step of all.

An interesting illustration of this development is the evolution of *f* and *v*. In the Tironian notae, the letter *v* was expressed by two strokes—a back-slope stroke and a forward up-stroke—in imitation of the Latin capital *V*. Beginning with John Willis in 1602, the compound sign used by Tiro for *v* was adopted to represent that letter by E. Willis (1618), Witt (1630), Dix (1633), Mawd (1635), Shelton (1641), Metcalfe (1645), Farthing (1654), and by more than a score of other authors of early English systems. This symbol continued in use for that very purpose, and in the very form, down to and including the popular system of James Weston, published in 1727.

A forward step, in the simplification of the form for *v*, was taken in 1672 by William Mason, when he dropped the upward stroke and used only the single back-slope character. This was so brief and practical that it was adopted by the two most famous authors of the eighteenth century, John Byrom and Samuel Taylor, as well as by Macaulay, Tiffin, Lewis, Floyd, Dodge, Gould, Hinton, Moat, Sproat, Tear, and others. It should be noted that these authors, with the exception of Macaulay, Tiffin, and Floyd, expressed *f* or *v* by the same sign, the back-slope stroke.

With Thomas Molineux's *Abridgement of Byrom's Shorthand* (1796), still another evolutionary step was taken in the

¹ Previous articles on shorthand history by Dr. Gregg appeared in the *Business Education World*, Volumes 14, 15, 16, 17, and 20.

² The first alphabetic system, that of John Willis (1602), contained no fewer than nineteen compound forms for the twenty-six letters represented in the alphabet of that system.

representation of this letter. Molineux said: "F and v, the latter being in general represented by the same mark as f; although, occasionally, it may be useful to distinguish from the former by making the stroke a little thicker." Molineux gave the same direction for distinguishing between s and z, "which were signified by one and the same line, the letter z being made a little thicker than the s." William Harding, in his edition of the Taylor system (1823), published after the death of Taylor, adopted Molineux's expedient for distinguishing between f and v by shading the latter. He also adopted the same method of distinguishing between s and z, which were previously written alike.

Isaac Pitman studied the Harding edition of Taylor and wrote it for seven years. In the first edition of his system in 1837, *Stenographic Sound-Hand*, he used the same signs as Harding for f and v—the straight back-slope character, written light for f and heavy for v.³ In a later edition (1840), he changed the form to a back-slope curve. Thus, the representation of v in many modern systems is merely a modification of the form used for that letter by Tiro before the Christian era!

It is also very interesting to trace the evolution of the form for r through its various stages. Edmund Willis (1618) represented r by one of the script forms for that letter: *ŕ*. As time went on, this form was modified until it assumed the form of a straight upward stroke, with a little tick before it, resembling the check mark used by bookkeepers. Even Isaac Pitman, in his first alphabet, used this check-mark sign for r; but he gave, as an alternative, the upward stroke without the tick. After a while, the tick was found to be unnecessary, and it was dropped.

Other examples could be cited, but these are sufficient to show how the compound forms for letters gradually gave way to simple forms, many of which were merely

³ Incidentally, this method of distinguishing two pairs of letters, f and v, s and z, by shading suggested to Mr. Pitman the possibility of extending that plan to the other pairs of letters—k-g; p-b; etc.

modifications of the forms used in the earliest of English systems, and some of them modifications of the forms used by the Roman note-takers before the Christian era.⁴

4. Introduction of Phonetic Principle

The fourth step in the development of the principles of construction was the gradual acceptance of the principle of "writing by sound" and the provision of characters that rendered it possible to express the sounds phonetically. The author of the first system of alphabetic shorthand, John Willis (1602), said: "It is to be observed that this art prescribeth the writing of words, not according to the orthography as they are written, but according to their sound as they are pronounced." As the alphabets of the early English systems—at all events, those preceding Tiffin's system in 1750—were not arranged on a phonetic basis, since they provided characters for c (which is sounded as k in *could*, or as s in *cease*), q (which is pronounced *kw*), x (which is pronounced *ks*), and did not provide characters for sounds like *sh*, *th*, *ch*, it was impossible to carry out the direction to write words "according to their sound."

Most of the early authors recognized this limitation and contented themselves with directing the student to "omit silent letters." It was not until the end of the eighteenth and the beginning of the nineteenth centuries that the statement of the principle, "omit silent letters," was changed to "write by sound," and that characters were provided that rendered it possible to carry the direction into effect—Tiffin (1750), Holdsworth and Aldridge (1766), Conen de Prépéan (1813), Phineas Bailey (1819), Towndrow (1831), Pitman (1837), and nearly all authors of modern systems.

5. The Pairing of Consonants

The fifth step was the arrangement of the consonantal characters in pairs accord-

⁴ The shorthand historian, Thomas Anderson, pointed out that *ac* was represented in the Gurney system (first published in 1750) by precisely the same outline as in the Tironian notes nearly 2,000 years ago!

ing to their phonetic relationship; thus: *p*, *b*; *t*, *d*, etc.—by Holdsworth and Aldridge (1766), Conen de Pépéan (1813), Byrom (1767), Pitman (1837), and others. The genesis of the plan by which the letters were paired, in Molineux's "Abridgement of Byrom's Shorthand," has been previously explained.

(To be continued)

ORTON E. BEACH, LL.B., director of the secretarial science department of Morse College, Hartford, Connecticut, has been awarded the degree of Juris Doctor at Blackstone College of Law, Chicago, upon the completion of his thesis on "The Lawyer in Politics."

A letter from the Provost of the College stated that Dr. Beach's thesis was one of the most readable that had been submitted in a long time and by far the best that had ever been submitted on the subject he had selected.

J. ANDREW HOLLEY, who has been deputy administrator for the National Youth Administration for the State of Oklahoma, has accepted the appointment as head of the department of business education at Oklahoma A. and M. College, Stillwater, succeeding Dr. McKee Fisk.



Mr. Holley holds the degree of Master of Arts from Columbia University and did further graduate study as a teaching fellow in Teachers College of that University.

He has been chief high school inspector and director of curriculum of the Oklahoma State Department of Education, and a summer-session lecturer at Oklahoma University and Oklahoma A. and M. He is chairman of the Child Education Section of the National Safety Council and has been an active member of many educational research committees and commissions of state and regional scope.

His many and varied professional and personal interests include curriculum study, research in secondary education, conservation, consumer education, teacher training, books, conventions, and travel. His teaching experience, also, has been broad, for he has taught in rural and secondary schools as well as in institutions of higher learning. He is an honorary member of Delta Pi Epsilon.

LAST May, the University of South Carolina, Columbia, celebrated at a banquet the twentieth anniversary of the founding of the School of Commerce and of the appointment of George E. Olson as its dean.

J. Rion McKissick, president of the University, principal speaker of the evening, paid tribute to Dean Olson's "energy, patience, initiative, courage, persistence, intelligence, and vision," and stated that the enrollment in the School of Commerce now is larger than the total enrollment of the University was when Dean Olson was appointed.

Dean Olson is a graduate of the University of South Dakota and has done graduate work at the University of Chicago. He is a Certified Public Accountant.

The School of Commerce attracts many adult students to its evening classes, in addition to its regular daytime enrollment. Correspondence courses of high quality will be made available soon.



DR. MCKEE FISK has resigned from the faculty of Oklahoma Agricultural and Mechanical College, Stillwater, where he was professor and head of the department of commercial education, to head the department of secretarial science of the Woman's College of the University of North Carolina, at Greensboro. He succeeds Dr. B. Frank Kyker, who is now chief of the Business Education Service in Washington, D. C.



Dr. Fisk received his Ph.D. from Yale University. He studied also at Oklahoma City University, the University of Southern California, the University of Chicago, George Williams College, the University of California, and the Imperial University, Tokyo, Japan. An authority in junior-college education, he has written extensively and has had wide experience as a lecturer. He has had business experience in many lines.

Dr. Fisk is a member of the board of directors of the National Association of Business Teacher-Training Institutions, a member of the administrative board of the National Council of Business Education, editor of the yearbook of the National Commercial Teachers Federation, and national president of Delta Pi Epsilon. He has served the N.E.A. Department of Business Education as a state director and as a member of the editorial board.



Two Retailing Courses

MARY L.
WILLIAMSON

THE JOB of training students in high school for retailing would meet with hearty approval from employers if teachers could assure a store superintendent or employing officer of the following attributes in the young applicants he interviews:

1. That he presents a neat, well-groomed appearance.
2. That he understands that courtesy counts at all times.
3. That he has a pleasing, alert personality.
4. That he *likes* people.
5. That he can make change correctly and handle money accurately.
6. That he can make out a sales check free from errors.
7. That he understands the language of the store—its terms, its jargon, and its organization.
8. That he can assume responsibility for his regular duties.
9. That he knows business ethics—the importance of honesty, the necessity for keeping store regulations, the need for silence about salaries and department earnings.
10. That he is observing and constantly improving his own work.

These are ten points of emphasis in any training program that attempts to prepare students for retailing jobs.

During the year 1938-1939, I worked with the organization of co-operative retailing at Central High School, Sioux City, Iowa—a reorganization really, as it was a definite revival of a dying retailing course that had started in a flourishing manner more than ten years before.

The climax of the year's activity was a meeting of students, businessmen, and school administrators, in which there was an opportunity for each group to express its point of view. This proved to be a

forceful way of cementing the relation between business firms and the school. One student later summarized the meeting thus:

When these businessmen told their potential employees the requirements of the retailing profession, we students felt we were a part of a much bigger thing. We had never realized how much time they put in to give us this opportunity.

Store managers who attended the initial meeting with these school groups pointed out the value of the part-time job experience that these students have to offer when they apply for positions after graduation from high school. One clothing-store manager expressed the hope that the schools would continue to realize that 80 per cent of the 600,000 high school graduates yearly do not go on to college. This plan of co-operative retailing, they suggested, could lead to apprenticeship training for the supply of tailors, carpenters, secretaries, stenographers, and other workers whose jobs relate to the operation of a retail-store organization.

Sixty-seven students were enrolled during the year in the retailing department; forty-eight of these worked part-time and the others had an all-day school program of pre-employment training. During the year a plan was devised to put more students in training agencies. Previously they had been employed twenty hours a week at a wage of 15 cents an hour. By the new plan, the students gave twenty hours of work to a store, for which they were given school credit and money for their carfare. They were not to take the place of any regular salesperson but were to work along with some one person. If they worked Saturdays or any extra hours, the wage was that of a regular "extra." All were employed on Saturdays and actually earned about as much by this plan as by the old plan of 15 cents an hour. The merchants indorsed this plan more heartily because they felt that the training period was not so costly. Previously, they had not al-

ways felt obliged to give all the students the minimum of 20 hours of work a week that is required under the George-Deen Act and the state plan.

Eleven different stores co-operated: department stores, grocery stores, specialty shops, variety stores, and men's clothing stores. Constant follow-up work was done by the co-ordinator with those under whom the students were working, in order to obtain a real evaluation of their store practice, for which they received credit at school. A rating sheet was used which took into account the ten points emphasized at the beginning of this article.

One of the instructors in the retailing classes was employed part of the day by a local department store, from which she brought up-to-date information from manufacturers' circulars, samples, and exhibits. The co-ordinator had worked in two of these local stores and had been closely associated the preceding year with retailing activities in Chicago.

♦ **About Mary L. Williamson:** Retailing co-ordinator, Richmond (Virginia) Public Schools. B.A., Grinnell College; candidate for M.S. in Journalism, Northwestern University. Formerly taught retail selling and advertising in Central High School, Sioux City, Iowa; taught for three years in Berea (Kentucky) College. Taught during past two summer sessions at the University of Denver School of Commerce. Has contributed before to the B.E.W. and to other magazines; used to write catalogue copy for a large mail-order company.

In addition to recently published texts, we used supplementary references that included such books as *Tested Selling Sentences*, by Elmer Wheeler; *How to Win Friends and Influence People*, by Dale Carnegie; Kenneth Collins' books on various phases of retailing; *Behind the Counter*, by Emily Van Brussel; *The Mind of the Buyer*, by Kitson; *Fabrics*, by Denny; *Style Your Personality*, by Renee Long; *Designing Women*, by Margaretta Byers.

Because the sale of every item in a department store is based on style, whether it



RETAILING STUDENTS OF JOHN MARSHALL HIGH SCHOOL BEHIND THE COUNTER OF THE KAUFMAN STORE, RICHMOND, VIRGINIA.

is a gas stove or a hat, the students learned that selling must be approached from the angle of fashion as well as utility, quality, or price. Fashion sources, such as *Harper's Bazaar*, *Vogue*, *Women's Wear Daily*, *Department Store Economist*, and *Good House-keeping* pamphlets on textiles, were available to the students in the classroom.

In our courses in retailing and merchandising, we believed a certain amount of basic information could come from textbooks, but we also believed that the most valuable homework of the students is observation in stores of salesmanship, mer-

chandise display, store organization, and types of customers. After the students worked in the stores, they made these observations daily, realizing the necessity. Groups of students went to the fabric department, credit office, and advertising department of local stores, where the store specialists in those departments explained the workings.

The fact that at a most impressionable age students are laying foundations for a career in selling made necessary the cultivation of the right attitudes in our retailing classrooms. Time should be spent studying

RATING SCALE USED IN THE DISTRIBUTIVE-EDUCATION PROGRAM AT JOHN MARSHALL HIGH SCHOOL, RICHMOND, VIRGINIA

Store..... Department.....

Student..... Date.....

We are anxious to have some measure of how this student has handled his or her work in your store. Will you please read the following check list; then consider each point separately before giving your rating. Think of each of these phases in the light of some incident that has occurred in his or her work, as far as is possible. If you cannot think of an example illustrating the phase, rate the student as you believe he or she would act.

	Excellent	Good	Fair	Poor
Job performance:				
Promptness				
Attendance				
Production				
Appearance				
Manner:				
Courtesy				
Enthusiasm				
Self-control				
Patience				
Willingness to serve customers				
Initiative:				
Keeps busy without instruction ..				
Tries to learn about job as a whole				
Alertness				
Co-operation:				
On stock work				
On doing any work				
On taking directions				
Responsibility:				
Willingness to accept				
Completes tasks capably				
Accuracy				

Any additional remarks citing examples of particular qualities of the student's needs for specific training or general impressions will be appreciated.

.....

the customer's reactions, for, to quote a variety-store manager, "The modern store is run by the customer."

Unlike the salesperson who may know only the department in which she first takes her job, these students are studying all lines that customers buy and are working in many different departments of the store operation. If, after this experience, a selling career does not appeal, then the students are better able to "size up" their own abilities and direct their energies toward other fields.

The Program in Richmond, Virginia

Since the Sioux City experience, I have changed communities. It has been interesting to study and determine the kind of co-operative retailing program acceptable and necessary to a given city. There is a vast difference between this midwestern city of 90,000 in the center of a large and flourishing trade area, largely agricultural, and Richmond, Virginia, 200,000 in population, a cultural center of the Old South, progressive in business, where tobacco, paper, and manufactured products lead.

There is a difference in the requirements of the two state plans for the student work in stores. For the minimum of fifteen hours a week necessary for school credit, the merchants in Richmond prefer to pay the seniors they employ the regular beginning wage of any other worker.

More than eighteen stores have consented to train students. The program received considerable prestige when the local W. T. Grant Company store was turned over to be operated for a day by forty-six distributive-education students of the John Marshall High School. The students surprised the retailers, parents, interested friends, and fellow-students by the serious way in which they conducted the business, maintaining the same sales as the same day a year before. They proved that they were capable of taking responsibility in a store.

In both cities there has been a demand from the stores for the kind of students who are most desirable to train for retailing careers—not just for run-of-the-mill jobs. It leaves the thought for school people that

training and the proper selection of students for the co-operative programs must be carefully analyzed. There must always be kept in mind the importance of the dual training that classroom and job experience give to the youthful worker setting out to seek a place in life's vocations.

G. H. PARKER, since 1937 assistant professor of business education and supervisor of student practice teachers at the



Woman's College of the University of North Carolina, Greensboro, succeeds Carlos Steed as assistant professor of business education at the University of Tennessee, Knoxville. The appointment has been announced by Dr. Benjamin R. Haynes, director of business education in the latter institution.

Mr. Parker holds degrees from the State Teachers College, Aberdeen, South Dakota, and the University of Iowa. He has held office in the Southern Business Education Association and is now serving a second year as president of the North Carolina Business Education Association. He is a member of Pi Omega Pi. He has contributed to the Iowa Monographs series and to two professional periodicals.

Mr. Parker is well known to B.E.W. readers for his success in teaching business letter writing. His students won first place and a silver cup in the first annual B.E.W. Business Letter Project Contest, College Division, and many of his students have won individual cash prizes in these contests.

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Adventures in Social-Business Education

No. 1—What a Ninth-Grade Job-Seeker Thinks About Business

LLOYD L. JONES

EDITOR'S NOTE—Some of the most desirable outcomes of social-business education are attitudes and appreciations. In these "Adventures in Social-Business Education," Lloyd L. Jones gives us an opportunity of looking into the minds of representative students to see what effect social-business education has had on their attitudes and appreciations.

All these pupils used the same textbook and work book, and each was given the opportunity to prepare an individual notebook, which represented an adventure in self-expression and self-realization.

THE notebook described here is one of four notebooks that a ninth-grade girl worked out as her idea of business life. Because she came from a home in which everyone had to have a job, she was convinced that she had to quit school and go to work as soon as she was old enough, in order to help the family by earning some money. Everything that she studied and learned, therefore, had a vocational significance. Her parents had never had an income of more than \$2 a day until her father went on relief, and even after that he did not supply the family with magazines, newspapers, or writing paper.

She has literally surrounded herself with the "things" of business, so that she lives in a world of business forms. Her notebook is full of business forms such as checks, notes, drafts, bills, invoices, orders, deposit tickets, insurance policies, timetables, bills of lading, telegraph blanks, and application forms.

She has gathered together a great many advertisements from savings banks, building-and-loan associations, and insurance companies, but she looks at them as a potential worker and not as a consumer. She is very much interested in booklets with such titles

as "Dollars for Future Delivery," "The Crime of Not Insuring," and "Personal Budgets for Working Girls," because of what she can do about such things after she gets a job. She has samples of insurance policies such as fire, life, group insurance, and industrial insurance, but the policy that interests her most is an "Infantile Cumulative Endowment Policy," with a weekly premium of 10 cents. She says:

Why is it that school books teach us about \$10,000 life-insurance policies on old men of thirty years of age, with a lot of problems on cash values? Even after I get a job, I could not afford one of those policies. Why is it that none of the textbooks I ever looked into said anything about industrial insurance and yet there are more than twenty million people paying from 10 cents to 25 cents a week for these policies. I know that my father and mother could buy more insurance if we saved the money and paid the money to the insurance company on a yearly basis, but what are folks like us going to do when we have only 10 cents a week that we can put into insurance? Because 10 cents is such a large sum for us, it is sometimes difficult to have even that much when the collector comes around. Although we do not always like to see the collector, he helps us to save a little money every week and we ought to be thankful for that.

She has a number of samples of mortgages on personal property. Because she is a practical girl, she includes sample chattel mortgages on a second-hand automobile and on a radio. It never entered her head to obtain a sample of a real-estate mortgage on a home worth \$10,000 or on an office building worth \$1,000,000.

She also includes a sample will in the form of an advertisement entitled, "The First Thing to Do in Making Your Will." This booklet is issued by a bank and contains information relating to the disposition

of personal effects, cash, securities, and real estate, together with a trust agreement and a contingent bequest. She looks with skepticism upon this voluminous document, but concludes that it might be a good thing for her parents to make a will although they have only a few household effects to dispose of. She says:

I am glad that some people have enough money and property so that they can make a will because I may get a job working for someone who has enough so that I can type up such a will. Then I can help him leave his money to relatives and friends.

Transportation, to this young lady, is a very practical activity and is represented by timetables, tariff guides, tickets, and rate sheets. Although she mentions transportation as a boon to humanity, she isn't interested in the great bands of steel that help to hold a nation together or in steamships or trains that bring raw materials from the frontiers and hurry finished products from the cities.

Because she cannot travel, she isn't interested in looking forward to golden sunsets, adventures, vacations, and romance in far-away places. She knows that she has to go to work as soon as she is old enough, and she has to be familiar with the business forms and business papers she may be called upon to fill out. She thinks of directories and reference books as devices for helping office people after they get jobs. In anticipation of a career as a worker, she has accumulated many kinds of application blanks and has studied them carefully. She says:

All application blanks and letters of application have four parts: The first part tells the employer who you are, the second part tells about your education, the third part tells of your experience, and the fourth part gives your references. Because I have not had any business experience, outside of taking care of some of the neighbors' children in the afternoon and evening, I know that I must give the principal's name and name teachers as references. Therefore, I am trying to make good with them so that when I make out an application blank I can give their names. I try to be helpful to my teachers because I want them to remember me. I know of one teacher who teaches more than two hundred children in different classes every day. If I do not do something helpful to call attention to myself, I know that the teacher will not remember me. Therefore, I try to do every

day something so good that the teacher cannot help but recommend me when it comes time for me to get my work permit and go to work.

In spite of parents, teachers, schools, churches, books, and instruction, all boys and girls have their own opinions of education, business, and life. One of the encouraging elements in the American school system today is the tendency to give boys and girls more opportunities for self-expression and for participation in life. The notebooks and work books described in this series help to give boys and girls additional opportunities to define and refine their ideals and their preferences. Perhaps specific knowledge may grow dim with the passing of time, but many of the impressions, put down in notebooks, will remain as guiding stars in the building of a career.

MISS RUBY V. PERRY, principal of the Margaret C. Hanson Normal School, New Orleans, until the school was disbanded last spring, has received an important assignment in the New Orleans school system as supervisor of reading.

In 1939, Miss Perry set up a reading clinic in the Hanson Normal School so that children who needed remedial instruction could obtain it from student teachers after prescriptions had been made on the basis of clinical diagnoses.

Under Miss Perry's direction, the Hanson Normal School also experimented with reading in the primary department of the Audubon School, where the grouping of pupils for reading depended on ability rather than on the grades to which they were assigned.

Miss Perry is well known also as a business educator, and we hope that in her new position she will be able to carry on some research on the reading difficulties of commercial students.

HOWARD T. WOOD, shorthand instructor in Shortridge High School, Indianapolis, has been appointed head of the commercial department of that school, succeeding George M. Crossland. Mr. Wood is also director of financial activities for the school.

Mr. Wood formerly taught in high schools in Indiana and Illinois and in Culver Military Academy, where he directed tennis activities for six summers. He has been a tennis professional for several years.



Office Machines In the Junior College

FANNY E. BAGGLEY

THE junior college in which I am privileged to teach is very near San Francisco; hence, many of our students find employment in this metropolitan center. We have necessarily turned our attention to providing our students with business skills. Until recently, these were primarily "the three R's," the effective use of the English language, shorthand, and typewriting. With rapid technical development, however, this training has become insufficient. Time is pressing, employees must turn out more work in shorter hours and at less cost, and thus the office machine comes into use. Consequently, the school turned to an office-machines program.

But business machines are expensive. The administrator with a limited budget has two choices—to buy none at all or to purchase what little he can. Buying none, of course, avoids the problem entirely; buying a little is, according to many instructors, of next to no value. Herein lies the difficulty, and it is on this point that I disagree.

Too many instructors, in an effort to justify their own lack of willingness to prepare themselves to meet the training demands necessary, argue that the equipment, unless installed on a large scale, would be insufficient to make any significant contribution toward the training of operators. I feel that, as in all other educational experiments, if the ends justify the means, the means will be provided.

Here, briefly, is a background picture of an experiment carried on at our junior college. The work of setting up an effective office-machines program is by no means completed, but it is at least started; and the

plan, the method of procedure, and a few conclusions derived therefrom may prove helpful to others.

Our objective is to train future operators to a commercially acceptable degree so that a student who finishes a commercial course at our institution will not have to continue with more specialized training at one of the various manufacturers' schools before he can apply for a job as an operator. Why, we wondered, could we not train experts ourselves?

Organization. Our first equipment consisted of eighteen machines: six transcribing machines, six key-driven calculators, and six crank-driven calculators.

To meet enrollment demands, three sections of elementary office machines were organized, from which we hoped to obtain, at the end of the semester, enough enrollees to form an advanced course for office-machines specialists. Our semester consists of eighteen weeks; hence, in order to coordinate time with equipment, a rotation plan was adopted in which each student was assigned a particular type of machine for a period of six weeks and then changed to one of the two remaining types of equipment.

Content. The purpose of the beginning course was to give the student a familiarity with the fundamental arithmetic operations performed on a calculator, such as addition, multiplication, subtraction, and division, used in figuring percentage, invoices, discounts, etc. In the advanced course, the student was trained in the complicated problems—reciprocals, prorating, markup, foreign exchange, etc.

Procedure. In order to avoid loss of time in the rotation from one machine to the other, as well as to provide for a definitely organized course, each student was given a mimeographed schedule of assignments covering the fundamentals on each machine. The class met three days each week for a class period of 50 minutes; two units of credits were given. The prerequisite for entrance was a net typing speed of 30 words a minute and a knowledge of business-letter form as a basis for transcription-machine training.

No attempt was made to keep the class together. After preliminary explanations by the instructor, each student was encouraged to progress at his individual rate; if he finished his schedule of assignments before the six weeks' time was up, he was given additional assignments of a more advanced nature, for this is one subject in which the instructor need not fear for lack of materials. The office-machines companies are most willing and generous in their assistance in organizing office-machines courses.

Source Material. The source material consisted of the general course text, which was used to give the students a co-ordinated background picture of the most common machines used in business. In addition, several special texts for each machine were used for certain assignments.

Assignments. The assignments themselves were the personal choice of the instructor and may be varied to meet individual needs. Each assignment schedule for the calculators consisted of eighteen lessons on a particular machine. At the completion of these lessons, the student was rotated to another kind of machine and provided with another schedule of assignments.

After each six lessons on the outline, an examination was given as a means of review and as a check before progressing further. After completing three different schedules, each student took a three-hour final examination, the time for which was divided among the various types of machines. The students rotated while taking the examination as they did while receiving their training.

Grading. Since calculator work, to be of any value, must be of a high degree of accuracy, each assignment was graded on a percentage basis. The grade was derived by dividing the number of correct answers by the total in the assignment and evaluated according to the following scale:

<i>Accuracy</i>	<i>Grade</i>
98 to 100%	A
96 to 97%	B
92 to 95%	C
90 to 91%	D
Less than 90%	F

After assignments had been checked and returned, each student was required to correct his errors and to write the revised answer at the side of the original answer, submitting the corrections for the instructor's approval before proceeding with the next assignment.

On the transcribing machines, students progressed at individual rates through a permanent set of practice records. Transcripts increased in length and difficulty.

Machine transcription work was graded according to the usual standards set up for shorthand transcription; namely, commercially mailable material. Transcripts were marked "M" if mailable or "R" if rejected. Each student was graded according to class average on the number of mailable letters in his file at the end of each week during the six weeks he was operating the machine. Thus, he learned what is meant by production on a job—that his work must be satisfactory in both quality and quantity of output.

Reasons for rejection of transcripts were:

1. A misspelled word
2. Lack of neatness (too many erasures or poor or unsightly erasures)

♦ *About Fanny Baggle:* Instructor, San Mateo (California) Junior College. A.B. and M.S. in Economics, University of California. Active in professional organizations. Author of a bulletin on typewriting for the State Department of Education; of a research report, "My School and I"; and of an article on typewriting in this magazine. Formerly: dean of girls, Ceres (California) Union High School; instructor, Monterey Union High School.

3. A transcript that did not make sense
4. A substitution that altered the meaning
5. Gross punctuation errors

Results and Conclusions

At the end of a semester's experiment, I have the following comments and recommendations to offer:

Separation of Transcribing Machines from Calculators. Because accounting students who were not particularly interested in transcribing machines demanded machine-calculation training, we felt that we should separate the two kinds of machines and organize two distinct courses.

As a result, our elementary course is now entitled "Office-Machine Calculation." Training on the transcribing machines is offered in our advanced course, called "Business Experience and Job Placement."

Consequently, the prerequisite of type-writing has been abolished from the machine-calculation course. We now require a satisfactory score in an arithmetic prognostic test, which is given to each student on entering our institution, or the satisfactory completion of our course in business arithmetic.

Additional Equipment. In order to meet the increasing demands for training in machine calculation, additional equipment has been purchased, so that we have twenty-one calculators instead of twelve. Fourteen are key-driven and seven are crank-driven. Students now devote two-thirds of a semester to the key-driven machines and one-third to the crank-driven type.

Continued Development of Office-Machines Training. We now have a full-time instructor, who is trained in the use of office machines and has a broad background in finance, investments, salesmanship, and demonstration experience with one of the large business-machines companies, in addition to his training in educational procedure. (At present there seems to be as great a demand for trained teachers in this field as there is for trained employees.)

The class now meets five days a week instead of three.

Extension of the Training to Adults. Not

only has our day-school program developed, but we have also been able to meet the community demand for training in office machines by offering a night-school course in our adult-education program. Many of the adult students are already employed and wish to continue their training.

Increased Interest among Employers. We are getting an increased number of calls for operators from employers, through our personnel placement director.

General Up-Grading in Arithmetic. As a result of the interest in the office-machines course and because entrance to such a course is dependent upon a satisfactory accomplishment in business arithmetic, students are beginning to turn their attention to the latter subject. Consequently, we find that they are better prepared not only in machine training but also in the tool subject, arithmetic.

Related Work in Office Machines. We offer a course somewhat paralleling our machine calculation, which we call "Duplicating." This course covers the use of the stencil duplicating machines, nonstencil duplicating machines, and addressing machines. Additional training is offered in our accounting courses, where the students are introduced to the adding machines of both full-keyboard and ten-key types.

All in all, this program is enabling us to train students more efficiently and completely to take their places as prospective employees in business offices.

DR. CHESTER A. PHILLIPS, dean of the College of Commerce, University of Iowa, has been named acting president of the University. He succeeds Dr. Eugene A. Gilmore, who retired from the presidency on July 1, until the state board of education appoints a permanent president.

Former President Gilmore will serve for a year as dean of the College of Law, University of Pittsburgh. He has been a member of the faculties of various universities and was acting governor general of the Philippines in 1927-1929.

Dr. Phillips received his B.A. from Indiana Central and his higher degrees from Yale. He has held faculty positions at Yale, Dartmouth, the University of California, Iowa, the University of Chicago, and Columbia University.



They Need More Than Skills

HENRY
A.
CROSS

ies EA1, Revised A (English Aptitude); Stanford Scientific Aptitude Test; Strong Vocational Interest Blanks for Men and Women; Meier-Seashore Art Judgment Test; Seashore Measures of Musical Talent.

THE San Luis Obispo Junior College opened with an enrollment of forty-five. Three years later, the enrollment for the year exceeded three hundred, with approximately half this number registered in the Department of Business. Typical business subjects are taught—typing, shorthand, bookkeeping, filing, office practice, business English, business arithmetic, secretarial accounting, office machines, duplicating machines, and related subjects. Although these subjects provide students with the opportunity for developing the skills necessary to job success, we believe that other learning opportunity is necessary if more than ordinary business training is to be achieved—in brief, that the personalities of the students must be considered. This is a challenge, and we are trying to meet it in terms of the current needs of our students, and in terms of needs that we can visualize in the immediate and near future.

In understanding and developing personality, the paramount consideration is a knowledge of self—not opinions of self, but actual information about self as compared with others—about abilities, interests, aptitudes, and personality traits. To enable students to obtain this knowledge, the college offers a course called "Self-Discovery." This is essentially a self-testing course. Reliable, valid, standard tests are given, scored, and interpreted. Some of the tests are:

Otis Self-Administering Test of Mental Ability; American Council on Education, Psychological Examination; Stanford Revision of the Binet Test; Bernreuter's Personality Inventory; the Humm-Wadsworth Temperament Scale; Minnesota Tests of Clerical Aptitude; Iowa Placement Tests, Ser-

When properly interpreted, the results of these tests beget self-confidence in the students and indicate to them the vocational, avocational, and social areas in which their chances for success are likely to be high—or low. They remove tension incident to two major problems that confront students—namely, the need for a feeling of security and the need for social adjustment. The students enjoy the course because they feel that it starts them on the road to the development of an integrated personality based on reasonably correct findings.

It might seem that students who register in the Department of Business thereby indicate their vocational interest, but the contrary is often true. Many students register in it because they see nothing that appeals to them more or because they are not aware of other vocational possibilities. Furthermore, a few students are aware of the myriad opportunities of business. If they can learn of a special business area in which they can exercise not only their abilities, but their aptitudes, interests, and personalities, they come closer to being round pegs in round holes—their total adjustment more nearly approximates the optimum.

Therefore, we offer a course called "Occupational Finding." The course outlines occupational areas and gives careful consideration to the occupational trends, the skills needed, the duties involved, and the rewards forthcoming. Pertinent literature—occupational leaflets, vocational magazines, governmental and private bulletins—is provided for the course. Students who take this course either develop increased confidence in their choices or change them entirely. The course contributes a feeling of security; for certainty of a vocation, and con-

current preparation therefore, are basic to a feeling of security in our economic system.

There are many bits of business courtesy of which business initiates are not aware. They do not know there are some approaches to a busy man that are pleasing and some that are not. They do not know that there are certain rules of address that the reasonable employer has a right to expect. They are not aware that there is an acceptable method of terminating a conference with an employer. These, and many other courtesies that long experience dictates, are unfamiliar to them. The ability to perform them properly would help them immeasurably.

To provide desirable habitual courtesies in business, we offer a course known as "Social Arts." In it students are taught to take the right attitude toward employers and to know, appreciate, and practice certain business relationships that are acceptable and that do not detract from an employee's feeling of self-sufficiency and security in the presence of fellow workers and employers.

A course in "Marriage" contributes greatly to the personal adjustment of the business novice. We do not require this course, but we strongly urge that all business students take it. Many young men and women in business positions are confronted with the prospect of marriage; they are at an age when they are most likely to marry and when the contemplation of it is to them a serious problem.

Marriage is one phase of life about which they have had little instruction. The published lore of the race concerning marriage is meager, and many young people have grown up believing that there is something wrong about trying to find out what they

can about marriage as it will concern them.

This course dispels that idea. It supplies them with information and with attitudes that reduce conflicts raised by the urge to marry. Employers cannot stop marriages, and they seldom want to, but they do want their employees to act intelligently while they are passing through the trials and doubts attendant upon a decision of marriage. The course goes a long way toward keeping the employee's standard of work close to the norm during such a distracting period.

Another course that may seem, at first hand, outside the needs of prospective employees is "General Psychology." But, when employees understand their own behavior, they are better able to get along with others. An understanding of the behavior of others makes them more tolerant and more likely to adjust well to others. Such understanding enables them to predict and to control better the activities of themselves and others in general social intercourse.

Inexperienced young people wonder what their place in the group may be, how far they can go, what they can and cannot do, what may be reasonably expected of them, and what their social obligations and responsibilities are. Many habits and activities holding over from the family stage hinder and keep them from being accepted by a larger social group. What, then, could be more important than an opportunity to obtain the information and practice that will enable them to feel at home with others and comfortable with themselves?

Psychology attempts to teach just that—to understand, predict, and control behavior, feelings, and emotions of self and others to the end that the individual's personal and group life may both be improved. And, in this course, the young people come to realize that what they have learned they can unlearn, that they can acquire new traits and habits that increase effectiveness.

When we realize that most of the failures of young men and women in business are due, not to their inability to perform business skills, but to personality conflicts of one sort or another, the value of the course is readily apparent. It tends to eliminate fix-

◆ *About Henry Cross:* Dean, San Luis Obispo (California) Junior College; vice-principal of the high school. Degrees from Grinnell and Iowa University. Active in professional organizations and has published professional articles. Formerly superintendent of schools, Central City, Iowa; principal, University Schools, State University of Iowa; dean, Phoenix (Arizona) Junior College; professor of education, Whittier College. Hobbies: community service and work with boys.

ations, complexes, crudities, and other psychological handicaps, and to replace them with social understanding, unfettered minds, and balanced personalities.

Many business curricula, from the courses they require, suggest that young business employees should concern themselves only with typing, shorthand, filing, office machines, etc. They permit no time for young people to prepare themselves to do what interests them most. Such curricula provide no opportunity for students to indulge some potent aptitude or interest, because they make it impossible to elect courses that might develop permanent interests.

We believe that the development of permanent interests or hobbies is of great value to all persons. In a comprehensive school such as ours, this is possible. Therefore, we provide opportunity for business students to elect some course in the field in which they are especially interested—music, science, social practice, etc. It makes no difference which course they select; the important consideration is that they select one.

The Importance of a Hobby

Every businessman knows that the development of some hobby enriches his life, for he has constantly before him the tragedies of adult business workers who have reached the stage where nothing but work gives them pleasure and who drop off quickly when work is impossible. If such men had one or more irons in the fire to which they could repair eventually, and which would take their minds from the drive and fret of current work, it would be better for them both in and out of business. And, nine times out of ten, this will not be forthcoming unless begun early in life. So the opportunity for electing courses that may develop hobbies is urged upon all our business students.

Speed and comprehension in reading should be high among business employees. If they are to work at an adult level, they should be able to read at an adult level. Otherwise, their interpretation of the content of letters, reports, digests, news articles, and other printed and written material may be faulty, with consequent loss to their employers. Every employer knows that the

ability to understand printed or written directions is essential in business, and this is impossible for those whose reading ability is low. In our course, "Remedial Reading," students are enrolled whose reading is below a certain standard. Their speed, comprehension, and vocabulary become definitely improved. With improvement in vocabulary comes confidence in ability to do work involving a good vocabulary. This, in turn, creates an interest in the various aspects of business and increases an employee's understanding of the whole field.

Many students who go into business never take further college work; such improvement as they make in their vocational and cultural background must come largely through reading. Consequently, the ability to read is highly important to them. We believe that this course is going to establish itself more and more as one of the fundamental courses of a business curriculum.

Sound businessmen want employees who are persons as well as machines. The courses just described tend to add to the basic skills of our graduates those characteristics that will enrich their total equipment so that they will be not only skillful but personable in business. In brief, they assist in developing our young men and women into self-reliant, well-balanced, understanding personalities. That is why we consider these courses fundamental in business training.



W. RALPH WAG-
• ENSELLER,
comptroller of Drexel
Institute of Technology
and dean of the Drexel
School of Business Ad-
ministration, received the
honorary degree of Doc-
tor of Commercial Sci-
ence from Susquehanna
University in June.

Dr. Wagenseller re-
ceived both his A.B. and
A.M. degrees from Sus-
quehanna. He was a
teacher in the Phila-
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to 1922 and organized the bookkeeping and
accounting courses of the West Philadelphia
High School in 1913. He has held his present
positions at Drexel since 1922.



Should Shorthand Be Repeated in College?

CHARLES T. TAYLOR, Ph.D.

IF INSTITUTIONS of collegiate rank that offer training in shorthand are to follow a defensible policy toward the recognition of credit earned in high school, such a policy should be based upon the probable effects of that policy upon the college student. Since shorthand training in college is primarily vocational, a high level of achievement is essential. Recognition or nonrecognition of high school credits in shorthand as a substitute for courses offered in college should be based, therefore, on how well it accomplishes such a vocational preparation.¹

Choice may be made among at least four plans in the treatment of students who enter college shorthand classes with previous preparation.²

1. Students with high school credit may be excused from equivalent shorthand classes in college. Such a policy can be justified if there is evidence that preparation is of the same quality as college preparation. Since, however, college students come from schools with varying standards, it is claimed by some that credit alone is not an adequate measure of preparation. On the other hand, it must be granted that high school credits are used as evidence of preparation in many academic subjects.

2. Students with high school credit may be required to repeat shorthand in the regular college classes. Such a policy can be justified if it can be shown that high school preparation has

been inadequate, as a general rule, or that students repeating the courses will benefit to a sufficient degree. It is the policy followed at the present time at several institutions.³

3. Students may be required to take placement examinations, the result of the examinations determining whether the first or the second policy is to be followed.

4. Special review classes may be organized for students with high school credit whose placement examination scores indicate that they do not have sufficient proficiency for exemption from college shorthand.

In an effort to determine which of the policies or combination of policies might best be followed to the profit of the students, a testing program in the beginning shorthand classes was carried on during the academic years 1938-1939 and 1939-1940 at the Georgia State College for Women, Milledgeville. Approximately 250 students were included in the tests during the two years. Although the evidence is not entirely conclusive, results of the program indicate to some extent which policy might be the best to follow.

Beginning shorthand is taught in two quarters in classes meeting for 50 minutes a day, five times a week. Shorthand is taken during either the sophomore or junior year. Some of the possibility of capitalizing upon the skill previously attained in high school is thus eliminated. However, the peak of skill is more nearly reached at graduation under such a plan. The two-quarter course

¹ Herbert A. Tonne, "Should High School Commercial Courses Be Accepted for College Entrance?" *The National Business Education Quarterly*, Department of Business Education, National Education Association, October, 1936, p. 46.

² A. J. Lawrence, "Secretarial Courses in Colleges and Universities," *The National Business Education Quarterly*, Department of Business Education, National Education Association, Winter 1938, pp. 11-16.

³ J. L. Searce, "The Articulation of High School and College Commercial Courses in Oklahoma," *The Balance Sheet*, The Southwestern Publishing Co., March, 1940, pp. 295-297; D. J. Mulvihill, "Articulation of Business Subjects in High Schools and Colleges in Illinois," *op. cit.*, December, 1939, pp. 160-163.

includes the work generally covered in one year of high school shorthand as well as additional supplementary material.

During 1938-1939, 128 students were enrolled in beginning shorthand; 24 of them had previously studied shorthand. The small number makes classification by type and amount of training impossible. In general, however, the amount of preparation was one year. Examination for exemption was made optional, with the result that the entire group was placed with the beginning classes. No attempt was made to section the classes on the basis of previous preparation.

All students were tested at the end of the first and second quarters by comprehensive theory and dictation examinations. Scores were ranked in percentiles for the whole group. Scores for the group that had previously studied shorthand and for the group with no previous training were then compared. The comparisons are given in Table I.

The data in Table I indicate a definitely higher achievement on the part of those who had previously studied shorthand than for those who had not. Of those who entered the classes with high school preparation, 78 per cent made scores better than 50 per cent of the whole group; but only 25 per cent of the beginning students who had had no shorthand training made scores this good.

Achievement was less high, comparatively, for the former group at the end of the second quarter. Of these students, 69 per cent were in the upper median, compared with 47 per cent of the group having no previous training. Evidently the begin-

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ning students had caught up to some extent, but not sufficiently to justify the contention that achievement of both groups of students would be the same at the end of the course.

The evidence presented by Table I shows that the policy that had been followed was a poor one, if only from an administrative standpoint. Because grading is based on comparison, most of the higher grades were achieved by students who had previously studied shorthand. The evidence did not indicate whether or not either group had reached as high a level of achievement as possible.

During the academic year 1939-1940, a new plan was followed. Students with high school credit were required to take a placement examination. The examination which had been given at the end of the first quarter in the previous year was used, and 45 per cent of the students made scores above the median. The level of achievement was not high enough, however, to indicate that additional training was not desirable.

Most of the students who might have been exempted did not prefer exemption from the first quarter's work but entered a new review course designed to accomplish in one quarter the work covered in two

TABLE I
STUDENTS SCORING HIGHER THAN A GIVEN PERCENTILE, 1938-1939

PERCENTILE	FIRST QUARTER		SECOND QUARTER	
	With Previous Training	No Previous Training	With Previous Training	No Previous Training
Fifth	28.0%	1.1%	4.3%	3.5%
Twenty-fifth	60.0	15.7	43.5	20.0
Fiftieth	78.0	25.0	69.5	47.0
Seventy-fifth	100.0	65.9	95.7	70.6
Ninety-fifth	100.0	94.4	100.0	94.1

quarters by beginners. The review class was tested with the same test later used to test the beginners at the end of two quarters' work. Comparisons are shown in Table II.

TABLE II
STUDENTS SCORING HIGHER THAN A
GIVEN PERCENTILE, 1939-1940

Percentile	With Previous Training: After One Quarter	No Previous Training: After Two Quarters
Fifth	11.1%	2.7%
Twenty-fifth	55.6	16.3
Fiftieth	77.8	40.9
Seventy-fifth	100.0	65.5
Ninety-fifth	100.0	94.2

Comparison of the two sets of data indicates a much higher level of achievement for those repeating shorthand, comparatively speaking, than under the old plan. Of those with previous training, 77 per cent made scores better than the upper fifty percentile

at the end of one quarter's work, while in the preceding year only 69 per cent did so. No student in this group made a score below the seventy-fifth percentile, while 4.3 per cent did so the preceding year. A greater proportion of the group was in the upper fifth percentile than during the preceding year.

Data are inconclusive in many respects, due to the small number of cases and special circumstances. It is, however, possible to draw tentative conclusions, applying to this particular case:

1. Repetition of beginning shorthand is necessary for some students if a high level of achievement is to be reached.

2. Repetition of beginning shorthand with regular beginning classes, while of value, does not develop potential capacities to the fullest extent.

3. Greater achievement may be reached in less time if students who repeat shorthand in college are taught in separate classes.

STUDENT participation was an important and unusual feature of the spring meeting of the Michigan Commercial Education Association held in Detroit, when thirty-one students of the Detroit High School of Commerce, under the direction of Miss Frances Stubbs, demonstrated their skill in operating various office machines.

Further student co-operation was shown by the excellent pictorial reporting of the meeting in the *Audit*, published by journalism students of the school. The accompanying illustrations are reproduced by permission from the *Audit*.

J. L. Holtsclaw is principal of the High School of Commerce as well as supervising principal of commercial education for Detroit.

CANDID SHOTS OF THE MICHIGAN C.E.A. CONVENTION



Left: A special support for this machine enables onlookers to watch from a distance.

Center: L. J. Whale, of the Detroit High School of Commerce, discussing a problem with Miss Ruth Bachtell and Miss Katherine Couchman, of Southeastern High School, Detroit.

Right: J. L. Holtsclaw, supervising principal of commercial education, laying down the law (with a smile) to Miss Lyda E. McHenry, High School of Commerce; William A. Moore, principal, John Hay High School, Cleveland; Miss Eleanor Skimin, Northern High School, Detroit; John M. Trytten, principal of University High School, Ann Arbor, Michigan; and Dr. S. A. Larsen, of Wayne University.

Student Teachers' Department

Conducted by
MARION M. LAMB

*Of horrible examples
Here is No. 1.
She always thinks of duty
And never thinks of fun.*



AND now at last you're ready to enter a classroom—not as a student but as a student teacher! You've had to sit through enough classes, acquire sufficient knowledge and skill, and pass enough examinations to prove that you are sturdy and of long (if not unlimited) patience and, therefore, eligible for apprentice teaching. The chance to *do* something—even the wrong thing—about all this knowledge you have been absorbing is challenging and merits congratulations.

Undoubtedly you have been told that your problem is to learn as much as possible about teaching procedures and not to bring your co-operating teachers up to the minute on the latest educational theories.

Let us just summarize the long sermon that could be delivered on that theme by saying that an ounce of loyalty is worth a pound of cleverness wherever you are, and that a student teacher cannot expect to receive loyal support from the teachers and students with whom she works if she gives something less in return.

We shall concentrate, for the present, upon the very important factor of your intelligent understanding of and adjustment to the classroom and its members.

For the first time you are stepping from student rank to the teacher's rôle, and you

are probably worried by some nagging personal doubts: Will the students like you? Shall you be able to handle "discipline" cases? (You hope that the students will like you; but, on the other hand, you don't wish them to slap you on the back or ask for dates.) Just where and how can you find the middle of the road?

It is unlikely that you will find the middle of the road at once. There are few short cuts to it; but if you proceed slowly and search intelligently, you will find it. A teacher sometimes veers wildly from side to side, first identifying herself so closely with the students and trying so hard to be a jolly good fellow that class control becomes impossible; whereupon she goes to the opposite extreme, fighting the class and demanding respect and authority, which she eventually learns are much harder to recover than to lose.

The answer for you probably lies in a fundamental, objective understanding of yourself as a person and as a teacher and an equally objective understanding of the students under your guidance. This will lead you to a respect for individual personalities that will remove you from the temptation of trying to mold students into your own particular image. We all know

EDITOR'S NOTE—It is customary, in the B.E.W., to speak of "the teacher" as "he." The gender of pronouns in Miss Lamb's present series remains feminine, however, because her supervisory experience has been with young women student teachers.

extroverted teachers who consider introverted children colorless and dull, and introverted teachers who label normally extroverted youngsters as show-offs. That is the kind of teacher you do not wish to be.

The opportunity to observe students in an experienced teacher's class gives you a splendid chance to see students with true objectivity, for you yourself are free from stress and strain. You will find it worth your while, I think, to study each student in every class you observe. You can do it without overlooking the teacher's procedures; as a matter of fact, you may understand the procedures better if you study the pupils.

Here are some questions you may wish to ask yourself as you study a pupil:

1. What is the student's name? To what nationality, what race, does he belong? Does that give a possible clue to his temperament?

2. Is the pupil healthy? Does he have high or low energy? Is he well cared for, neatly dressed? Is he in his own age group and of normal size?

3. Is he shy, swaggering, nervous, self-conscious, self-confident, lacking in self-esteem, well adjusted? Can you explain any of these traits in terms of the factors mentioned in Section 2?

4. Does the pupil look as if he had received a great deal of affection in his life? Do his classmates like him? Does this make any difference in his work?

5. Do you think he is the only child in the family, one of several children, or one of a large group? Can you imagine him at the family dinner table?

6. How does the pupil react to members of the other sex? Does this affect his attitude in class?

7. Does the homework he turns in reflect anything about his habits of work and possibly of the working conditions at home?

8. Why does he act as he does in class? Is he rebellious because he is mentally slow and hates school or because he is bright and is bored by school? Is he naturally communicative or is he whispering to attract attention? Why? Is he trying to win the teacher's favor by good conduct? Why?

9. What are this student's real interests? What are his hobbies? Could you suggest a possible congenial vocation for him?

10. Is he a quick, nervous person who must never be driven, or is he a phlegmatic person who occasionally needs firm prodding? Is he emotional to the extent that he must be sure of your esteem before he does his best work for you, or is he coolly withholding his confidence and effort until you have proved your ability as a teacher?

These are but a few of the questions that you could ask yourself about each student, but they will suffice to turn your attention away from yourself into constructive, dispassionate observation.

In a month's time you should be able to describe each pupil's physical characteristics fairly accurately, from the color of his eyes to the condition of his clothes. Don't worry about the fact that your conclusions about his mental and spiritual qualities must be based upon conjecture; if your sensibilities are normally acute, you have probably divined more truths than you could explain.

When you observe a teacher having difficulty of any kind with a student, always ask, "Why?" Get into the habit of objective analysis of all conflict. When you have trouble with students (and you will have), don't rationalize—analyze! Don't allow yourself to get into the habit of protecting yourself with superficial alibis and hasty emotional judgments. The student, like you, is not as he wishes to be, but as he is, and only a reasonable amount of human understanding and a fair amount of tolerance are needed to establish harmonious relationships.

You and Your Co-operating Teachers

It is not unlikely that your co-operating teachers will ask you if there is anything you wish them to do to help you during your first few weeks in the classroom. Here are a few procedures for your consideration. I think it will help you if the teacher:

1. Introduces you to the class at once as an *assistant teacher*, rather than as a student teacher.

2. Assigns you several minor duties in class management or actual teaching from the first day, so that you may become acquainted with the class gradually. Perhaps she will permit you to give a review drill or short daily test, collect the home work at a specified time, and take the attendance.

3. Gives you papers to mark not only for grades, but for diagnosis of class and individual errors. You will learn from this experience that revealing patterns are to be traced in the mistakes students make. Those which recur frequently are probably due to teaching weaknesses, while those which occur infrequently are due to individual learning difficulties: poor language sense, poor spelling, indifference, defective sight or hearing, emotional interference, lack of skill—to name but a few sources of trouble.

4. Sees to it that you do some blackboard writing each day. When she dictates, she will perhaps allow you to write the dictation on the side or back boards, if your notes are shaky. If your notes are good, she may have the students look at them to check their outlines.

5. Allows you to assume responsibility for some record keeping. Clerical work is disliked by many teachers, and the sooner you master it, the better.

6. Permits you to help with some of the supplementary tasks of teaching, such as collecting bulletin-board materials, making graphs of class progress, giving students make-up tests, and coaching poor students.

7. Examines your observation notes occasionally to see if you are recording the teaching helps you can use when you have a class of your own.

8. Speaks to you in frank and friendly fashion of your personal and professional shortcomings in the classroom. She is your true friend if she does this for you. Many persons will praise you, but only the person who is interested in your advancement will take the trouble of analyzing your weaknesses for you.

In conclusion, let me say that it may help you if you keep before you the memory of the few really excellent teachers who have affected your life. Those are the teachers who, still serving you, should be your examples.

It may help you to think frequently of the child dearest to you in the family relationship. What, educationally speaking, would you wish for that child?

Does this sound sentimental? The point is that you must make every effort to keep your thinking concrete. You will be teaching flesh-and-blood individuals, not disembodied intellects; and not until you realize that many factors in addition to mentality must be considered by the teacher in her teaching will you be a happy and successful teacher.

[EDITOR'S NOTE: Next month, Miss Lamb will discuss the planning of student-centered lessons.]

DR. EUGENE H. HUGHES, formerly of the faculty of New York University, School of Commerce, has accepted an appointment as assistant professor of business education at Ball State Teachers College, Muncie, Indiana. Dr. Hughes has taught in the public schools of Colorado, was assistant professor of commerce at Western State College of Colorado, and has been a member of the faculty, part-time, at both Hunter College and the Scudder



School in New York City.

Professor Hughes holds degrees from the University of Denver and Western State College, and recently he received his doctorate from New York University.

He has had considerable business experience in the secretarial, accounting, and selling fields. In his new position Dr. Hughes will give courses on both the graduate and undergraduate level. His addition to the college faculty is made necessary by the increased enrollment as well as the development of a graduate program in business education, according to Dr. M. E. Studebaker, head of commercial teacher training at Ball State.

DR. J. M. HANNA, for the past year assistant professor of business education at Mary Washington College, Fredericksburg, Virginia, has resigned to become head of the business-education department of Western State Teachers College, Kalamazoo, Michigan. He succeeds Eugene D. Pennell, who died in June and whose obituary appears elsewhere in this issue.

Western State Teachers College is beginning this fall a co-operative program with the State University, whereby graduate courses will be offered.

The business department has three faculty members besides Dr. Hanna.

Dr. Hanna, whose doctoral degree is from New York University, taught during the past summer session at the University of Nebraska, Lincoln. He is a member of Phi Delta Kappa and a former chapter president of Delta Pi Epsilon, national honorary business-education fraternity.

A series of articles based on Dr. Hanna's dissertation, "Fundamental Issues in Business Education," will begin in the November issue of the BUSINESS EDUCATION WORLD.



The School Newspaper

MARIAN W. SPEELMAN

WHEN the mimeographed newspaper is given to the commercial department, too often it is regarded as the Cinderella of extracurricular activities. But the school newspaper can go to the ball if the sponsor wills it. The important point is to realize the possibilities of the paper and dress it up accordingly.

No paper can function without a staff, but getting a good one cannot be left to chance, or even to student election. Frequently the "people's choice" is the "good fellow," who sometimes turns out to be undependable when given responsibility. Fairly high minimum scholastic requirements will eliminate most of the "dead timber" at the beginning.

Suggestions for the key positions of editor, assistant editor, and business manager may come from the student group, but a faculty committee for the final decision will result in the selection of better students and will relieve the sponsor of any suspicion of partisanship. With one or two general reporters, this skeleton staff will be satisfactory until other students prove their ability.

Promotion of a typing student, upon merit, to "supervising typist" motivates both typewriting and newspaper production, even though the "supervision" entails no more than counting the completed stencils.

If the staff needs enlarging, reporters from the lower grades or other departments may be appointed.

The best organization usually evolves from regular staff meetings, at which problems may be discussed and assignments given. If one-quarter hour's credit and a grade to supplement the credit are given, real motivation is provided.

What kind of news shall be printed? One general rule applies to all school newspapers—keep the news *school* news. Discourage the would-be foreign or domestic commentators. Every staff is importuned by such journalistic aspirants, but suggest firmly that other publications need their efforts more.

Names make news, and the successful paper strives for as complete name coverage as possible. In many instances, a pupil's only claim to fame rests upon the fact that his name appeared in the paper that week. Perhaps he only watered the flowers, but at least the world knew about it, and that makes the school paper of vital importance to him.

Most sponsors, through a trial-and-error method, discover that fewer "educational" articles and more personals increase the newspaper's popularity. Stories featuring what students, faculty members, and alumni are doing create more interest than book and health pages. An alumni column or page will be a valuable contribution for those who have left school, and provides a good selling point when alumni subscriptions are sought.

A "filler" file, containing jokes and miscellaneous articles to insert in leftover or odd spaces, is a necessity.

Perhaps the most practical aim in school journalism is that the paper reflect a positive, optimistic point of view. School officials are inclined to judge a school by its newspaper, and no one ever sold anything with negative psychology.

The mechanical production is simplified if all news is typewritten in rough draft, double spaced. After checking, the copy is ready for typing into "dummy," which should represent the news as it will look on the finished stencil. A second checking by the sponsor will eliminate most errors.

A little extra time spent in making the

♦ *About Marian Speelman:* Instructor, Hammond (Indiana) High School. B.A., University of Iowa; graduate work in the Universities of Iowa and Southern California. Contributor to the B.E.W., the *Gregg News Letter*, and a recently published shorthand textbook. Sponsor of mimeographed school newspaper awarded first place in 1936 Iowa State Contest. Winner of three first prizes in B.E.W. business letter contests for teachers and of various other prizes. National editor of the official journal of Pi Omega Pi.

right-hand column margins even will assure the paper's having an attractive physical appearance. Two 33-space columns make a pleasing appearance. The spaces should be counted upon the typed rough draft (allowing for spacing and punctuation), and a vertical line drawn after the thirty-third space.

If the division falls at a point where a word cannot be divided, the marker must be moved back to a correct division point; and the spaces thus lost, distributed among the remaining words of that line. If two spaces are to be left between words, the figure "2" may be written above the point where the spaces are to be dropped. Dropped spaces show less if left between two long, rather than two short, words.

The 33-space "dummy" is typed from this counted rough draft. The final "dummy" can be measured against the stencil, and the exact amount of space needed thus decided. A combination of a 50-space column, combined with one of 16 spaces, makes an attractive variation. Sport scores or the school calendar fit well into small blocks.

Mechanics of Production

How can the paper get enough typists? The best method is that of giving type-writing credit, slightly in excess of ordinary credit if possible, for all acceptable stencils. This procedure is justified, because stencil work is more tedious and calls for higher standards of accuracy than the ordinary budget. Because the paper is a mirror for the work of the entire department, it is imperative that no stencils be printed unless they meet a rigid standard of excellence.

Typewriters equipped with medium-platen rollers improve stencil cutting, inasmuch as round letters are cut more distinctly on a resistant roller. Dusting the stencils with talcum powder before typing will make them easier to handle and will discourage wrinkling. If each sheet is run rapidly through the mimeograph, offsetting will be slight; but if it occurs, slip-sheeting—that is, putting a blank sheet after each mimeographed one—can be done. A twenty-pound paper usually produces the most acceptable printing job.

In the duplicating process, the use of inks of different colors is meeting with increasing favor in the business world. The school paper is an excellent medium for learning how to use the different-colored inks effectively. If two colors on the same page are desired, they may be painted on a single drum pad, though care should be exercised to see that the two colors are far enough apart to prevent their merging. A perfect two-color stencil can thus be achieved in one run. Instructions for color methods of varying complexity may be obtained from the manufacturers of duplicating machines.

Efficiency is increased by having all type-writing completed before the first stencil is run. If the mailing list is large, it is advisable to obtain catalogue classification, if possible, for postal costs can thus be decreased more than half.

Doing the Art Work

Hand in hand with the typing must go the art work, and a good way of getting the highest type is to solicit the help of the art teacher. Excellent work, however, is often done in the commercial department itself, and justifies the time spent in experimentation. Many an office worker is confronted with the decoration as well as the typing of stencils, and again the best learning situation is provided by the school paper.

An improvised mimeoscope can be made by utilizing a box covered with ordinary plate glass and illuminated by a light attached to an extension cord. Sufficient art equipment, including mimeoscope and styli, can be purchased for about \$35.

Designs, which will be supplied by A. B. Dick Company, Chicago, can be traced with a mimeoscope, or they may be bought in patch form and pasted onto stencils. Illustrations in professional magazines and catalogues, as well as Christmas and special-occasion cards, may be used also. Occasionally, original student drawings can be utilized, but generally the art work will be of higher quality if professional cuts are used and are transferred by mimeoscope. The service men representing the various duplicating-machine concerns can render invaluable service to teachers in charge of the

school newspaper project, and teachers are strongly urged to work as closely as possible with such representatives.

The paper will be largely self-supporting, even profitable, if advertising is sold in advance. From \$5 to \$10 a page for a year's advertisement is not unreasonable. Complications will be prevented if the advertisements remain unchanged throughout the year. A definite plan or layout, arranged before interviewing the prospective advertiser, will help him to visualize the possibilities of his advertisement.

No alert commercial teacher can afford to overlook one of the most valuable returns of the school paper, the avenue of publicity afforded by it. Naturally, every effort should be made to reflect impartially all school activities, but it can do no harm for the commercial department to control the official news source.

A word of encouragement, now, to the teacher who is hesitant about taking over the destiny of the school paper—sponsorship looks more difficult than it actually is. Fortunately, or perhaps unfortunately, it is one of those practical projects that fits the axiom, "We learn to do by doing."

Furthermore, we who find ourselves sponsors of school publications may turn to the National Duplicated Paper Association for valuable help and advice. The Idea Book published by that organization is a veritable mine of information. Data on the organization and its publications may be obtained

from Mrs. Blanche Wean, Central College, Danville, Indiana.

Duties on a School Paper

EDITOR'S NOTE—In connection with Miss Speelman's article, B.E.W. readers will find of interest the following outline of the duties involved in the publication of a school paper. The outline was devised by Miss Frances B. Koch, of the Miles (Iowa) High School, and is used by Miss Koch in her journalism classes.

Editor: A

Business Manager: B

Reporters: C, D, E, F

Student A: Editorial

"Penny For Your T"

Interview Miss Smith

1 page of humor

Student B: Birthdays

School calendar

Appropriate poem for month

Society

Alumni news

1 page of humor

Student C: Cover

Back

1 page of humor

Student D: Class notes

Clubs

1 page of humor

Student E: Sports

Write a letter to a former student asking for a contribution of some kind.

1 page of humor

Student F: Advertise the Junior play

"On the Air" (high school broadcast)

Music news

1 page of humor

THE eighth annual Individual Typing Contest sponsored by the National Catholic High School Typists Association was held on April 25.

Twenty-nine Catholic secondary schools participated with a total of 201 contestants.

Gold, silver, and bronze keys bearing the insignia of the Association were awarded to the three contestants having the highest composite score in each division.

Novice key-award winners were:

Eileen Cremer, Aquin High School, Freeport, Illinois, composite score, 160.24, gold key; William Dollman, St. Gabriel High School, Glendale, Ohio, composite score, 156.04, silver key; Paul E. Des Marais, St. Constance High School, Chicago,

Illinois, composite score, 152.30, bronze key.

The Amateur key-award winners were:

Beatrice Ficence, Notre Dame Academy, Omaha, Nebraska, composite score, 178.38, gold key; Elizabeth Pelka, St. Joseph's School, Peru, Illinois, composite score, 167.67, silver key; Mary Ellen Krewer, St. Joseph's School, Peru, Illinois, composite score, 163.09, bronze key.

The National Catholic High School Typists Association was organized in 1933 at St. Joseph's College and Military Academy, Hays, Kansas. Lt. Col. G. W. Gatschet, of St. Joseph's, is the founder and the president of the Association. Since the organization of the Association, 9,588 students have taken part in these annual contests.

The N. E. A. Business Education Convention

WITH memories of two other unusually successful conventions, at Detroit in 1938 and at San Francisco in 1939, the N.E.A. Department of Business Education opened its 1940 convention in Milwaukee on June 30, determined to set a new record under the able leadership of its president, Dr. Frances Doub North, and her administrative staff.

The department editor, Edwin A. Swanson, and his editorial staff are engaged in preparing the proceedings of the convention for publication.

Following officers were elected for the ensuing year:

Dr. Vernal H. Carmichael, Ball State Teachers College, Muncie, Indiana.

First Vice-President: H. P. Guy, University of Kentucky, Lexington.

Seco. Vice-President: Miss Mildred E. Taft, Colby Junior College, New London, New Hampshire.

Secretary-Treasurer: Harold T. Hamlen, Morristown (New Jersey) High School.

Executive Board: Dr. Hamden L. Forkner, Teachers College, Columbia University, New York; Miss Mildred J. O'Leary, Senior High School, Swampscott, Massachusetts; Miss Icie B. Johnson, Amarillo (Texas) Senior High School; Miss Lenys Ann Laughton, Vocational School, Milwaukee, Wisconsin.

Continuing in office: Stanley Smith, Fordson High School, Dearborn, Michigan; Miss Ruth J. Plimpton, San Francisco Junior College; E. W. Alexander, Hadley Vocational School, St. Louis.

Without casting any reflections whatever on the hospitality extended the Department in previous years, we feel sure we voice the opinion of all who attended the convention when we say that the hospitality of our Milwaukee hosts and hostesses touched us all deeply and greatly enhanced the educational program extending throughout the four-day session.

(Continued on page 46)



DR. V. H. CARMICHAEL
President



HOLLIS P. GUY
First Vice-President



MILDRED E. TAFT
Second Vice-President



HAROLD T. HAMLEN
Secretary-Treasurer



DR. H. L. FORKNER
Executive Board



MILDRED O'LEARY
Executive Board



LENYS LAUGHTON
Executive Board



ICIE B. JOHNSON
Executive Board

N. E. A. CANA

Taken at the 194

[For ing



CAMERA SHOTS

aukee Convention

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(Continued from page 43)

A list of the Milwaukee commercial teachers and administrators who took active part in the various local committees would include almost every member of the commercial faculty of the city school system. We wish to extend the sincere appreciation of the Department to each of them through their committee chairmen:

Director, Local Arrangements Committee: Miss Lenys Ann Laughton, Vocational School, Milwaukee.

Chairman, Publicity Committee: Erwin Keithley, South Division High School, Milwaukee.

Chairman, Headquarters Committee: Miss Lenna Larsen, Vocational School, Milwaukee.

Chairman, Arrangements Committee: Miss Prisca Batz, Bay View High School, Milwaukee.

Chairman, Reception Committee: Miss Lynda E. Freitag, Vocational School, Milwaukee.

Chairman, Entertainment Committee: Miss Agnes Halbach, North Division High School, Milwaukee.

A most attractive souvenir program, bound in blue art paper cover, printed in gold, was one of the treasured mementos carried away by the delegates.

Next year's convention will be held in Boston.

Terminal Business Education Survey

A COMPREHENSIVE nation-wide survey of junior colleges in the United States is being undertaken by the American Association of Junior Colleges under the general direction of Dr. Walter C. Eells, Washington, D. C. A grant of \$25,000 has been obtained from the General Education Board to start this far-reaching study, the research for which will continue for four years. Emphasis is to be placed mainly upon the general field of terminal education on this level.

Business education is one of the largest areas in terminal training. To work on this study both actively and in a consulting capacity, the N.E.A. Department of Business Education has been selected as the official body to represent business education.

In April, President Frances Doub North established a core committee to function for the Department. Dr. Hamden L. Forkner, Columbia University, was appointed general chairman of this terminal business-education committee. Members of Dr. Forkner's committee will also be chairmen of various sub-committees, as follows:

Miss Mildred Taft, Colby Junior College, New Hampshire, committee on bibliography of periodicals.

Edwin A. Swanson, Arizona State Teachers

College, committee on library books.

Dr. McKee Fisk, Woman's College, Greensboro, N. C., committee on major problems in field of business education in junior colleges.

Appointments for the following sub-committees are pending: committee on evaluation of literature; committee on equipment, supplies, and materials; and committee on interpretation. As the study progresses, other experts in business education will be asked to participate.

In pointing out the significance of this study, President North announced:

There are over 600 junior colleges in the country; you can imagine the importance of such research, both because of the impression that junior colleges have made, and because of their assured future in the United States. We are extremely happy that the Department has been invited to cooperate and consult upon the study of terminal courses in business education in junior colleges. This is a fine compliment to the Department.

Dr. Forkner and his committee are formulating policies and recommendations regarding the problems that need to be explored in business education on the junior-college level. Department members will hear more of this study as the work moves along.—*Joseph DeBrum, Publicity Director, General Committee on Terminal Business Education.*

Key to N.E.A. Pictures on Pages 44 and 45

1. Mrs. Frances Doub North, Western High School, Baltimore, Maryland, president of the N.E.A. Department of Business Education. Seated at her right is the Hon. Carl F. Zeidler, Mayor of Milwaukee.

2. Edwin A. Swanson, Arizona State Teachers College, Tempe; editor of the *National Business Education Quarterly*.

3. Dr. Hamden L. Forkner, Teachers College, Columbia University, New York City; Miss Ruth Plimpton, San Francisco Junior College; Joseph DeBrum, on leave of absence, 1940-1941, from Sequoia Union High School, Redwood City, California.

4. View of typewriting demonstration under the direction of Harold H. Smith, assisted by Miss Hortense Stollnitz and George L. Hossfield. The "class" consisted of students from Milwaukee and Chicago. Mr. Smith is directly to the right of the blackboard.

5. "George," our friend, the hotel representative, who worked as hard as all the rest of us to make the meetings successful.

6. Mrs. North and Miss Amy H. Hinrichs, president of the National Education Association.

7. Harold T. Hamlen, Morristown (New Jersey) High School, secretary-treasurer of the Department; and Hollis P. Guy, University of Kentucky, newly elected first vice-president of the Department.

8. Dr. Vernal H. Carmichael, Ball State Teachers College, Muncie, Indiana, newly elected president of the Department.

9. R. R. Richards, Kentucky State Teachers College, Richmond; and Paul A. Carlson, State Teachers College, Whitewater, Wisconsin.

10. A group of chairmen of the local committees: Miss Agnes Halbach, North Division High School, Milwaukee, chairman of entertainment committee; Miss Lenna Larsen, Vocational School, Milwaukee, chairman of headquarters committee; Miss Lenys Ann Laughton, Vocational School, Milwaukee, director of local arrangements; Mrs. North, Department president; Irwin Keithley, South Division High School, Milwaukee, chairman of publicity committee; Miss Lynda E. Freitag, Vocational School, Milwaukee, chairman of reception committee; Miss Prisca Batz, Bay View High School, Milwaukee, chairman of arrangements committee.

11. Harold H. Smith, editor of typing publications, Gregg Publishing Company, New York.

12. Miss Frances Botsford, Ball State Teachers College, Muncie, Indiana; and Miss Goldena Fisher, Gregg Publishing Company, Chicago.

13. Harley Wiley, Bay View High School, Milwaukee.

14. O. R. Wessels, Iowa State Teachers College, Cedar Falls. Harry H. Hatcher, Mishawaka (Indiana) High School. Joseph DeBrum. Miss

Prudence Lyon, Shawnee High School, Louisville, Kentucky. Ernest A. Zelliot, Des Moines (Iowa) Public Schools. Howard E. Wheland, John Hay High School, Cleveland. Miss Mildred R. Howard, San Mateo (California) Junior College.

15. Miss Olga Schlueter, chairman of the commercial department, Juneau High School, Milwaukee.

16. Dr. John Robert Gregg, New York.

17. Dr. Gregg and a group of fast writers in the shorthand demonstration—seven students and five teachers. *Seated*: Miss Katherine Buda (140), St. Stanislaus High School, Milwaukee; Miss Blanche Szczepanski (140), Spencerian Business College, Milwaukee; Miss Viola J. White (140), Wisconsin Commercial Academy, Milwaukee; Miss Eleanor Bauer (140), Wisconsin Commercial Academy, Milwaukee; Miss Henrietta Evans (175), Gregg College, Chicago; Mrs. Urina R. Frandsen (200), Woodbury College, Los Angeles; Miss Evelyn Messinger (160), Senior High School, Passaic, New Jersey; Miss Grace Georg, Prospect Hall Secretarial School, Milwaukee. *Standing*: Arnold Condon (140), College of Commerce, State University of Iowa; David Rohrer (200), Gregg College, Chicago; Dr. John Robert Gregg; Louis A. Leslie (175); Clyde I. Blanchard (175).

18. Mrs. Hollis P. Guy.

19. A luncheon party. *Seated*: Mrs. Clyde Blanchard; Miss Prisca Batz; Miss Evelyn Messinger; Charles Perry, Lincoln High School, Milwaukee; Mrs. Sarah B. Cutter, Bay View High School, Milwaukee; Miss Lenys Ann Laughton; Miss Hortense Stollnitz; George Hossfield; Mrs. Urina R. Frandsen. *Standing*: Lloyd Jones, director of research, Gregg Publishing Company, New York City; Louis A. Leslie; Miss Georgia M. Scott, Central High School, Minneapolis; William D. Wigent, manager Chicago office, Gregg Publishing Company; Clyde I. Blanchard; R. F. Frandsen; Dr. John Robert Gregg; Miss Linda Freitag; Miss Goldena Fisher; Arnold Condon.

20. View of the shorthand demonstration conducted by Clyde Blanchard. The participants and audience are being addressed by Mrs. Urina Frandsen of Woodbury College, Los Angeles, holder of the 200-word diamond medal. The participants are seated in the middle of the room, two to a table.

21. Mrs. Harold T. Hamlen.

VOLUME 20 OF THE B. E. W.

(September, 1939—June, 1940)

Is now ready. Handsome, permanent red binding. \$2.50 postpaid.



Business Experience And Business Understanding¹

JOSEPH DE BRUM

Sequoia Union High School, Redwood City, California

EDITOR'S NOTE—A friendly battle raged in the columns of the *BUSINESS EDUCATION WORLD* a few months ago between, on the one side, educators who believe that business experience should be required of business educators and, as the opposition, those who are convinced that such a requirement is unnecessary or impractical. (See Vol. XX of the *BUSINESS EDUCATION WORLD*, pages 389, 464, 598, and 706.)

This article is reprinted from the *Louisiana Commerce Teacher* because of its enlightening and encouraging suggestions for getting business experience *without* working in an office.

ON numerous occasions convention speakers, school officials, and writers have advised us business teachers to break away from the school job for a year or so and obtain actual experience in the business world. This is assuredly a commendable suggestion, but it is doubtful if this scheme can be effected on a sufficiently large scale—for the present, at least.

The success of a plan to enable teachers to work "behind the counter" is contingent upon (1) adjustments made in reference to income; (2) types of business work that would best contribute to the teacher's background; (3) relationships with unions and labor in general; and (4) a complete understanding and willing acceptance of the plan on the part of business itself.

A canvass of the literature reveals that much has been said about the desirability of this work-in-business plan, but little of the tangibles of the "What," "How," and "Where" to do this has made an ap-

¹Reprinted by permission from *The Louisiana Commerce Teacher*, January, 1940.

pearance. Our proponents, sincere and helpful in their suggestions, have referred to this whole plan in convincing generalities; let them now give us the necessary specifics for setting up the machinery for such an experimental program.

Some of the critics err in their inferences that real experience in business is the only channel through which teachers may develop an appreciation and understanding of the problems and needs of business. Fortunately this is not necessarily true, for there are several activities that offer the alert teacher opportunities to keep well informed on trends and happenings in business. Witness, for example, the following statements received from a business official:²

To understand general (business) problems I would suggest that educators attend the conferences of such organizations as the American Management Association, where broad topics are capably discussed by top-notch executives. . . . Direct contact should be made with the heads of trade or professional associations to learn the specific difficulties with which business must cope. A careful study of these problems from time to time will undoubtedly enable the educator to turn out a product which the business employer can quickly absorb into his organization.

It is the purpose of this report, therefore, to present expedient ways and means for teacher-growth in acquiring a more realistic business-world point of view. These ways and means are described below under the following rubrics.

I. Affiliations with Business Groups

Active membership in business clubs—Kiwanis, Exchange Club, Business and Pro-

²R. B. Thompson, Comptroller, Hamilton Watch Company, Lancaster, Pennsylvania, in a letter dated August 1, 1939.

essional Women, and other service bodies—affords excellent opportunity for learning at first hand some of the responsibilities of business employers and employees. In this type of fellowship new friendships are formed and a mutuality of interest is developed in the work of both the businessman and the teacher. Connections with the business groups obviously pave the way for other valuable and pleasant endeavors.

II. Business Conventions and Conferences

As a rule admittance can be gained to national, regional, and state meetings of the manifold business groups. At these gatherings members "talk shop"—and in what better way can teachers get some of the thinking of business leaders? Here is a random sampling of business meetings announced in recent issues of *American Business*:

American Marketing Association, Association of Life Insurance Presidents, Automotive Service Industries Show, National Association of Manufacturers, Texas Association of Finance Companies, Conference of Food Service Directors, National Hotel Exposition, Natural Retail Dry Goods Association, and Industrial Traffic League.

Meetings of this nature are accessible to most teachers, as nearly every city boasts of dozens of conventions yearly. *American Business* lists, among many, such convention centers as Memphis, Peoria, San Francisco, New Orleans, Fort Worth, Cincinnati, St. Louis, New York, Denver, Camden, and Casper, Wyoming. Officers of the local chamber of commerce should be glad to give aid in making arrangements to attend these various business meetings.

III. Business Literature

For a wealth of interesting business information teachers need only to refer to magazines like *American Business*, *Tide*, *Printers' Ink*, *Magazine of Wall Street*, *Forbes*, *Business Digest*, and *Business Week*.

Enlightening articles are contained in publications distributed free of charge by a number of business organizations. These include, among others, *The Index*,³ *The*

Executives Service Bulletin,⁴ and the *Monthly Review of Business Conditions*.⁵

In many instances teachers may be placed without cost on the mailing lists for newsy house organs released by different types of business firms.

It is not necessary to mention business books, for one needs only to refer to the well-written book-review sections in the business journals.

There is no difficulty in finding good reading materials; the problem actually is in budgeting the available time for such reading.

IV. Correspondence with Business Executives

Yes, this idea of writing to busy, high-salaried men may sound brazen. Let the question as to the propriety of this measure be answered by the following quotations taken from only a few of a myriad of letters I have recently received:

From the president of the Riggs National Bank, Washington, D. C.

Your effort to bring about a better understanding of business on the part of your students is indeed a most laudable one, and should have far-reaching effects.

From the president of the Lion Oil Refining Company, El Dorado, Arkansas

I have your letter of December 8 asking for certain business forms and publications of our Company for use in connection with the teaching of business subjects in your school. Such a program of instruction should certainly aid in giving students the proper practical approach to good business practice . . . Your request has been referred to the proper department of our Company, which will forward the materials direct.

From the assistant to the president, Columbia Broadcasting System, New York

. . . I am bringing the request that you have made to the attention of several of our department heads under whose operations this matter would fall. I am asking them to collect what material they feel would be appropriate and helpful to you in your work, and forward it on to you direct.

³ Published by the New York Trust Company, 100 Broadway, New York.

⁴ Published by the Metropolitan Life Insurance Company (your district office).

⁵ Issued by the Federal Reserve Bank of your district.

*From the director of personnel, Canada Dry
Ginger Ale, Inc., New York*

. . . You may be sure that I am interested in your method of implementing the teaching of business subjects and I am happy to make some contribution to that work.

*From the training director of Arnold Constable,
New York*

I am enclosing copies of our preliminary application form, our System Manual, and our rating sheet form. At the moment our instruction booklet for new employees is out of date, and we have very few copies. We have in preparation another book, and when it is completed we shall be very glad to let you have a copy.

Teachers will enjoy an enthusiastic response by writing personally to business leaders in their own or near-by cities. Detailed directories of business organizations may be obtained by addressing an inquiry to the chambers of commerce in metropolitan areas. Letters—carrying the theme "Co-operation Between Businessmen and Business Educators"—which I have mailed have resulted in a rich collection of supplementary materials ranging from application-for-employment blanks and rating sheets to sales manuals and instructional booklets for office workers.

V. Businessmen as Discussion Participants

Businessmen in the school vicinity will be pleased with invitations to meet either with committees of business teachers or with classroom groups. Business guests are in a position to cite specific examples of business practices and in general to make helpful, practical talks. Addresses, lectures, and short speeches may be given, but business speakers should be presented in other rôles, too. For example, arrange for round tables, panel sessions, and informal discussions. If these last-mentioned techniques are employed, business speakers often contribute more interestingly and willingly. This give-and-take arrangement seldom fails to result in greater fluidity among participants.

In some cases, local trade and commercial associations will supply lists of business people who have expressed willingness to serve as speakers. In general,

teachers will find hearty co-operation in this outside-speaker plan.

VI. The Radio

Of significance, too, is the part radio can play in widening the teacher's business horizon. It is often possible to "tune in" on the proceedings of important business meetings; frequently authorities on business problems are "on the air."

Numerous programs describing various phases of American commercial and industrial development are released over the radio. Broadcasts presented under the direction of the U. S. Department of Commerce have dealt with a wide variety of topics in the series entitled "Stories of American Industry." The topics range from the invention and increasing use of office appliances to the possibilities of the industries of tomorrow.

Better-business bureaus, chambers of commerce, state employment departments, labor associations, and other groups sponsor programs from time to time that contain implications for teachers of business.

Conclusion

The suggestions that have been offered in the foregoing paragraphs in no way indicate a challenge to the merit of a plan for obtaining full-time experience in business firms. Although many teachers find it almost impossible to obtain "experience" employment at the present time and many businesses are not ready for a practice-in-business arrangement, there is little reason for feeling that the teacher's background cannot be enriched in a practical sense.

In fact, it is reasonable to conclude that a conscientious application of suggestions similar to those presented in this paper can produce developmentally a better-balanced business background than limited actual experience. Furthermore, it is safe to assume, to some extent at least, that it is well, if not necessary, for educators to short-circuit experience by observing, reading, interviewing, listening.



Have you read the new department for student teachers? It begins in this issue.

HOBBIES FOR SALE

One of the B. E. W. Bookkeeping Projects

MILTON BRIGGS

(Approximate working time, 1 hour)

No man is really happy or safe without a hobby, and it makes precious little difference what the outside interest may be—botany, beetles or butterflies, roses, tulips or irises; fishing, mountaineering or antiquities—anything will do so long as he straddles a hobby and rides it hard.—Sir William Osler

MARTIN MONTGOMERY, a senior at Central High School, has two hobbies, and he rides them both hard. One of them, his indoor hobby, is model boat building; the other, his outdoor hobby, is camping.

As a result of his general interest in hobbies, Martin organized a Hobby Club two years ago; at the present time there are nearly one hundred members. Last February, members of the club decided to display their hobbies and arranged a public exhibition. The enterprise was highly successful. Nearly fifteen hundred people visited the display and each paid a 10 cent admission fee. Now members of the club are planning to make the "Hobby Show" an annual event.

Assume that you are treasurer of the Hobby Club. One of your duties is to keep a careful record of all money received and all money paid out. For this record use a double-page Cash Book like the one illustrated in Figure I. Following is the list of accounts you are to use:

Advertising Income
Donations
Dues
Hobby Show Admissions
Rent Income
Advertising Expense
Rent Expense
Printing Expense

Rule a Cash Book similar to the model shown

in Figure I. Use pen and ink to make entries for the following cash transactions during February: FEBRUARY

- 1 Dues collected from 75 members total \$37.50.
- 2 Received a check for \$5, a donation to the Hobby Club from the Union for Good Works.
- 3 Collected \$18.40 from merchants to pay for advertisements to be inserted in the program to be distributed at the Hobby Show:
 - Rollins & Company\$2.20
 - Harmlin & Brown 2.20
 - The Oscar Seaver Stores 5.00
 - B. A. Ronald & Son 2.50
 - Howard's Book Store 2.50
 - Students' Stamp Exchange ... 4.00

(List separately in explanation column of Cash Book.)

- 4 Paid the Bristol Printing Company \$15.75 for posters to advertise the Hobby Show.
- 5 Collected dues from 15 club members (50 cents each).
- 6 Sent the treasurer of the Y.M.C.A. a check for \$25, one-fourth the charge to be paid for use of the auditorium in the "Y" building rented for one week for the club's annual Hobby Show.
- 7 Paid the Bristol Printing Company \$7.50 for printing Hobby Show tickets.
- 8 Received \$9 from merchants who have purchased advertising space in the Hobby Show program:
 - The Green Pharmacy \$1.50
 - Charlie's Diner 1.50
 - Olsen & Anderson 2.00
 - George F. Almy 2.50
 - Harrison Brothers 1.50
- 10 Received a check for \$5 from Howard's Book Store, rental charge for space occupied

Hobby Club
CASH BOOK

RECEIPTS					PAYMENTS				
Date	F.	Amount Received	Explanation	Amount Received	Date	F.	Amount Received	Explanation	Amount Received
Feb 1			Dues 75 members	37 50	Feb 4			Bristol Printing Company	
2			Donations Union for Good Works	5 -				for printing posters	15 75
3			Rollins & Company						
			Harmlin & Brown						
			The Oscar Seaver Stores						
			B. A. Ronald & Son						
			Howard's Book Store						
			Students' Stamp Exchange	4 -					
				18 40					

FIGURE I

by an exhibition booth at the Hobby Show. (Credit Rent Income.)

- 11 Sold 483 tickets to the Hobby Show at 10 cents each.
- 12 Paid the treasurer of the Y.M.C.A. \$75, the balance due for rent of auditorium for the Hobby Show.
- 13 Sold 404 Hobby Show tickets.
- 14 Sold 597 tickets.
- 15 John's Hobby Shop paid \$2.50 for display space at the Hobby Show (Rent Income).
- 16 Paid \$14.75 to the Handicraft Art Studios for making signs for display at the show (Advertising).
- 18 Received a check for \$3 from Turner's Art Shop to pay for display space rented at the show.
- 20 Sent the *Daily Times* a check for \$29.70 for advertising the Hobby Show.

THE HOBBY CLUB

STATEMENT OF INCOME AND EXPENSES

Date			
RECEIPTS			
.....	XXX	XX	
.....	XXX	XX	
.....	XXX	XX	
.....	XXX	XX	
.....	XXX	XX	
			XXX XX
EXPENSES			
.....	XXX	XX	
.....	XXX	XX	
.....	XXX	XX	
Balance on hand			XXX XX XXX XX

FIGURE II

Instructions

1. Total, balance, and rule the Cash Book. Bring the balance down below the double rulings on the cash-receipts side.
2. Prepare ledger accounts and post.
3. Make a Trial Balance.
4. Using the form illustrated in Figure II, prepare a statement of receipts and expenses to be presented by the treasurer at the next meeting of the Hobby Club.

About "Hobbies for Sale"

EDITOR'S NOTE—The foregoing project, "Hobbies For Sale," is indicative of the kind of projects published each year by the B.E.W. in the subjects of bookkeeping, business fundamentals, business letter writing, and business personality.

In connection with these projects, the B.E.W. maintains a certification service that has proved to be one of its most popular services both to teachers and students.

Try this month's project in your bookkeeping

classes, and watch for an important announcement in the October B.E.W. regarding the B.E.W. project service for this school year. Full details will be given in that issue.

CARLOS C. STEED has resigned his position as assistant professor of business education at the University of Tennessee, Knoxville, to become president of the newly organized Elizabethton (Tennessee) School of Business.

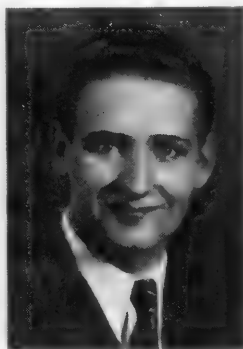


Mr. Steed has been an instructor in the Stanton (Virginia) Military Academy; supervisor of penmanship at Muskegon Heights, Michigan; director of teacher training and head of the economics department, Bowling

Green (Kentucky) College of Commerce; and supervisor of commerce at Winthrop College, Rock Hill, South Carolina. He has also had five years of business experience in insurance and selling. He holds degrees from the Bowling Green College of Commerce and the University of Kentucky.

The Elizabethton School of Business is of college rank and has a staff of four teachers. The instructional program falls into two major divisions — accounting and secretarial science. One- and two-year courses are offered in both divisions.

FORREST L. MAYER has been appointed to a teaching fellowship under D. D. Lesensberry, director of courses in commercial education at the University of Pittsburgh, where Mr. Mayer will continue his study leading to a Ph. D. degree.



He holds degrees from Colorado State College, Greeley, and the University of Denver. For the past two years he has been an instructor in the department of business administration at Amarillo (Texas) Junior

College. He was also state director for the Department of Business Education of the N.E.A. for Texas during 1939-1940. He was a member of the summer-session faculty of Denver University School of Commerce during the second term of 1940.

Some Speed-Building Suggestions

CLYDE INSLEY BLANCHARD

1. More About 5-Minute Takes

IN Shortcut No. 13 of *Twenty Shortcuts to Shorthand Speed*¹ the following statement is made with regard to increasing the student's power of concentration:

How can the desired length of concentration be best acquired? I know of no other way than to give the maximum number possible of 5-minute takes, both in the class and at home, through voluntary dictators or a mechanical dictating appliance. The sooner this training is started, the better.

May I suggest to all theory teachers that, regardless of the method you are following, you start 5-minute takes after the first week's writing and continue giving them as frequently as two a week until the theory course is completed, and then daily thereafter. I believe that this additional training in concentration will solve one of the problems that advanced shorthand teachers have been unable to solve alone in the short time at their disposal.

The use of 5-minute takes in the beginning course will also give the necessary repetition practice on the common words and phrases in context in less time than the present method of using shorter dictations. A 60-word take repeated five times at 60 words a minute without stopping is at times more helpful than five repetitions of the same 60-word take with a rest after each take.

For example, in dictating one of the reading assignments in the text, do not stop the dictation if you finish the page in less than 5 minutes. Repeat from the beginning and keep on dictating for 5 minutes at the same rate of speed. No harm will result from this repetition, because the student is writing material that he has already read and copied from the shorthand plate in the textbook he is using.

Try this plan until the end of this term and then let me know the result.

2. Minimum Dictating Speed

If we are to emphasize fluency from the first day of instruction, we must give some thought to the minimum dictating speed that will encourage fluent writing.

Is a speed of 40 words a minute fast enough for beginners?

I think it is generally agreed that shorthand is almost six times faster than longhand. A shorthand writing speed of 40 words a minute is, therefore, the equivalent of a longhand writing speed of approximately 7 words a minute. The average shorthand student can write longhand at from 20 to 25 words a minute—more than three times 7 words a minute.

How much carry-over in fluency can be expected when the teacher dictates at a rate that is one-third of the student's *longhand* rate!

A rate of 40 words a minute discourages fluency. Try writing the following 40-word take *fluently* in one minute from dictation. It is counted in quarter-minutes.

Dear Sir: I am sorry that I am unable to send/you a remittance on my recent purchase. You will/recall that there was an error in your invoice, which I/brought to your attention upon receipt of your letter./

It can't be done unless you definitely pause after each outline. We certainly do not want to encourage pauses between outlines. May I, therefore, add to the first suggestion a second suggestion regarding minimum dictating speed:

Dictate at a minimum rate of 60 words a minute from the beginning of the course. Your dictation, of course, will be on prepared matter. In my opinion it is better for the student not to get all the dictation fluently at 60 words a minute than to get all the dictation painstakingly at 40 words a

¹*Twenty Shortcuts to Shorthand Speed*, by Clyde I. Blanchard, pages 62-63.

minute. With a little extra practice he can master the omitted outlines, if any, at the 60-word rate and at the same time maintain the fluency that he has already acquired in his longhand writing. A rate of 60

words a minute in writing shorthand is only 10 words a minute in writing longhand.

Caution: Don't omit the warm-up before each 5-minute take.

Next month: How to practice previews.

Alpha Iota and Phi Theta Pi Conventions

THE tenth annual convention of Alpha Iota, international honorary business sorority, was held in Chicago, July 4 to 7, at the Stevens Hotel, with more than five hundred delegates in attendance.

At the opening luncheon, Reverend Hudson S. Pittman, Chicago, spoke on "Looking from Mr. Lincoln's Horizon." Mr. S. I. Gresham, president of Brown's Business College, Springfield, Illinois, extended greetings.

At a formal dinner on Thursday, Dr. John Robert Gregg spoke on "Twenty Centuries of Shorthand in Thirty Minutes." Dr. Gregg outlined the history of shorthand from the pre-Christian era to the present.

On Friday, after an important business session and a musical tea at Marshall Field's, Alpha Iota delegates and delegates of Phi

Theta Pi, brother fraternity, enjoyed a moon light cruise on Lake Michigan.

It was resolved that the program of every chapter for the coming year shall include a study of world affairs, of legislation affecting women, of democracy, and of the application of good citizenship.

At a luncheon and style show given at Carson Pirie Scott & Company, Mr. L. E. Frailey, author, speaker, and consultant on sales and personnel problems, announced the Ideal Secretary, Miss Frances Lowman, of Kansas City, whom he chose after interviewing the employed delegates. Miss Lowman received her business training at Huff College, of Kansas City, Missouri.

A formal banquet on Saturday evening honored the tenth birthday of Alpha Iota.

On Sunday, at a dinner sponsored by the grand officers, awards were made by Mrs. Elsie M. Fenton, grand president. Mr. Harry Collins Spillman, of New York City, gave an inspiring message on "Education Can Save Democracy."

Members of the Board of Governors are as follows:

Grand President: Mrs. Elsie M. Fenton, Des Moines, Iowa.

Grand Vice-President: Mrs. Edna P. Kane, Seattle.

Grand Secretary: Catherine McCall, Des Moines.

Grand Treasurer: Fern Thompson, Des Moines.

Grand Historian: Mrs. Mabel Y. Steele, Sioux City, Iowa.



1941 ALPHA IOTA QUEEN AND HER COURT

Left to right: Ella May Kelley, Brown's Business College, Galesburg, Illinois; Klara Eisele, McCann School of Business, Reading, Pennsylvania; Kay Spaulding, Metropolitan School of Business, Seattle, 1940 Convention Queen; June Bollinger, Humphreys School of Business, Stockton, California, 1941 Convention Queen; Fredda Hedrick, Charleston School of Commerce, Charleston, West Virginia; Ardella Zierke, American Institute of Business, Des Moines, Iowa; Alice Brzezicki, Illinois College of Commerce, Chicago.

All these young women are employed in business offices except Kay Spaulding, who resigned to be married.

THE third national convention of Phi Theta Pi, international commerce fraternity, was held at the Stevens Hotel, Chicago, July 5 to 7. Delegates from all parts of the United States were present. Mr. W. C. Angus of the Angus School of Commerce, Winnipeg, Manitoba, Canadian councilor for Phi Theta Pi, sent a letter of regret, explaining that because of the exist-

ing war-relief emergency in Canada it would be impossible for the Canadian delegates to be present.

The theme of the convention, "Americanism," proved very interesting and brought to the delegates such famous speakers as Dr. John Robert Gregg, president of the Gregg Publishing Company, whose subject was "Speaking of Business—"; Dr. Thomas C. Cornell, business and public-relations consultant; Dr. Robert O. Spengler, lawyer; Dr. John Szewczyk, former superintendent of County Hospital, Kutno, Poland, who spoke on "The Polish Blitzkrieg"; L. E. Frailey, business specialist, who talked on "What Makes a Big Shot Big"; Robert E. Lee, special agent of the F.B.I.; Wilbur Helm, educator, economist, and lecturer; Harry Collins Spillman, who spoke on "Opportunities for Youth"; and James S. Knox, whose subject was "The Urge to Overcome Difficulties."

Entertainment features of the convention included a cruise (with Alpha Iota members) on Lake Michigan, a baseball game, the grand ball with Alpha Iota, and a sight-seeing tour of Chicago.



L. E. FRAILEY



DR. JOHN R. GREGG

Three full days of business and entertainment were well blended together by the general chairman, C. E. Hostetler, vice-president of the Walton School of Commerce, Chicago, and his assistants.

During the Friday morning business session, at which Dr. Gregg spoke, Charles R. McCann, grand president, presented Dr. Gregg with an honorary certificate of membership in Phi Theta Pi in recognition of his great work in business education.

Miss Iola Lehman, a member of Alpha Iota, was crowned "1940 Sweetheart of Phi Theta Pi." T. Eugene Tuech, a Chicago member of Phi Theta Pi, was chosen by Alpha Iota as "Prince Charming."

The following resolution was passed unanimously: "Resolved, that Phi Theta Pi go on record in advocating freedom of speech, assembly, and religion, and that all chapters go on record in advocating a strong national defense program."

Members of the Board of Governors are as follows:

Chairman: E. C. Hinckley, Salt Lake City, Utah.

Grand President: Charles R. McCann, Reading, Pennsylvania.

Grand Vice-President: Chad C. Newhouse, Fresno, California.

Grand Secretary: Clyde Needham, Des Moines, Iowa.

Grand Treasurer and Editor of "The Symbol": E. O. Fenton, Des Moines, Iowa.

Grand Historian: V. E. Jernigan, Richmond, Virginia.

Both Alpha Iota and Phi Theta Pi will hold their 1941 conventions in Los Angeles.

THIS summer the Gregg College, Chicago, announced the appointment of Paul M. Pair as registrar. Mr. Pair's background and experience will enable him to be of real service to the school and its students.



He has been a high school teacher and principal, and for the past thirteen years he has been a superintendent of schools—in Kirkland, Washington, for the last five years.

His educational preparation includes a master's degree from the University of Washington, and additional graduate study at the University of Washington and the University of Southern California.

Mr. Pair is an active member of the National Education Association and was an official delegate from Washington to the N.E.A. convention at Milwaukee this summer. He served a four-year term on the board of directors of the Washington Education Association and was state co-ordinator of Phi Delta Kappa for Washington. His chief professional interest is vocational guidance and personnel work.

MISS MARY L. CHAMPION, a member of the administrative staff of the Gregg Publishing Company, New York City, died August 2 at the home of her brother, C. R. Champion, Osage, Iowa, after several months' illness.

Miss Champion attended the Osage Public Schools and then, after attending Capitol City Commercial College in Des Moines, became a teacher of penmanship, and finally a part owner in this school. She was associated with the school for twenty-five years. During that period, she served for a year as president of the Central Commercial Teachers Association.

She also attended the Zanerian Art College and was the author of "The Champion Method of Business Writing," published by Zaner and Bloser, and widely used by the National Association of Accredited Commercial Schools.

After leaving the Capitol City Commercial College, Miss Champion attended Gregg College, in Chicago, and was sent abroad in 1927 by Dr. John Robert Gregg to train teachers and students in penmanship in the Gregg Schools throughout Great Britain and Eire.

For many years, until her death, she held an administrative position in the New York Office of the Gregg Publishing Company.

Surviving her are three brothers and two sisters, to whom we extend our sincere sympathy.

LOYD BERTSCHI, comptroller of the Gregg Publishing Company, died at the Harkness Pavilion of the Medical Center, New York City, on June 6, after several months' illness following an attack of pneumonia.

Mr. Bertschi was a native of Hancock County, Illinois, and was educated at Carthage College, Carthage, Illinois, and Gem City Business College, Quincy, Illinois. He was appointed to the faculty of the commercial department of Central High School, Omaha, Nebraska, in 1911; and when the Omaha High School of Commerce was

opened, in 1912, he joined the faculty as a teacher of bookkeeping.

A few years later he joined the sales staff of the H. M. Rowe Company and soon became general sales manager of that company.

In March, 1924, he became affiliated with the Gregg Publishing Company as manager of its Boston office. In 1927, Dr. Gregg promoted him to the position of assistant general sales manager, which transferred him to the main office in New York. In May, 1934, Mr. Bertschi was appointed comptroller of the company and held that position until his death.

Mr. Bertschi was eminently fitted for the comptrollership, as his keen and analytical mind enabled him quickly to grasp and interpret the significance of figures and statistics as they pertained to financial records. He was largely responsible for the accounting and control system that is the standardized procedure throughout the company.

Mr. Bertschi was the co-author of *General Business Science*, a junior high school text on the fundamentals of business knowledge. He was also the author of a number of articles in the BUSINESS EDUCATION WORLD on bookkeeping and accounting procedures and business fundamentals.

Surviving him are his wife, the former Miss Lucile McPherson, and a daughter, Harriet, by a former marriage. Mrs. Bertschi, before her marriage, taught commercial subjects in the Detroit High School of Commerce and at present is a teacher of commercial subjects in the Evander Childs High School, New York City.

To his widow and daughter the B.E.W. extends heartfelt sympathy.

CHARACTER is the most-sought-for qualification by American employers of college graduates, the Investors Syndicate, of Minneapolis, reported in its annual survey of college graduates' job prospects for 1940.

"Character as a prime qualification for a job is reported more than three times as frequently as its nearest rival, scholarship," the report states, "and nearly four times as often as its second rival, personality. Character is rated as about eight times more important than adaptability."

Radio in the Commercial Classroom

DONALD L. CHERRY

RADIO education is a commonplace in American schools. Large city systems have their radio directors; some even have their own broadcasting stations. Classrooms of schools large and small have portable receiving sets or speakers of central-address systems, which bring a wide variety of program materials to the assistance of the modern teacher in making his teaching vital.

In English, social studies, and science, especially, the choice offered by the schools of the air and other agencies is rich, but programs of value to commercial teachers are somewhat more difficult to locate. Despite this fact, radio and its technique offer a fruitful field for consideration by those in business education. The ingenious teacher will discover that there are at his disposal more such teaching aids than are at first apparent.

The most obvious use of radio for educational purposes is in classroom listening. Teachers who are on the alert for ways of stimulating student interest will wish to examine such broadcast programs as may contribute to their teaching. *How to Use Radio in the Classroom*, a pamphlet published by the National Association of Broadcasters,¹ will be helpful to those unacquainted with the techniques of classroom procedure when broadcast material is used. For their guidance, certain types of programs already available should be pointed out.

Vocational Guidance

Vocational guidance has been given a good deal of attention by broadcasters. Both the American School of the Air (Columbia Broadcasting System) and the Nation's School of the Air (Mutual Broadcasting System) have presented series of programs

in this field, as has the National Broadcasting Company. Some of the titles, chosen at random, will indicate the subjects dealt with in such presentations: "Preparing for the Job-Hunt," "Now That We Have It, How Do We Hold It?" "Smart—But Slovenly," "Experience—Have You Had Any?" "The More Lines—The More Chances."

Sometimes by talks by experts in vocational guidance, sometimes by dramatizations of situations in the business world, such programs utilize a teaching medium that is intimately connected in the students' minds with the world of entertainment. There is likely to be, therefore, at least initial favorable attention.

Also worthy of attention are the programs listing employment opportunities, such as those broadcast by the California State Employment Office. The teacher who is anxious to prepare his students, not only in the technical skills essential to commercial training but also in a realization of the problems which they will meet in the business world, cannot fail to appreciate such a potent aid.

Consumer Education

In consumer education, as well, radio may often prove helpful in the classroom. Programs with such stimulating titles as "Before You Invest—Investigate" and "Rackets of Today" have been on the air and are of obvious interest. Better Business Bureau programs may contain exactly what a teacher in this field needs to dramatize some portions of his course. This kind of program has been called to the attention of teachers in such widely separated localities as Los Angeles and New York.

Classes in consumer education, in their study of advertising, will find in radio another medium that may be analyzed. The commercial announcement, the use of

¹ National Press Building, Washington, D. C. No charge.

"blurbs," the sponsored program, the broadcasters' self-imposed codes, and various restrictions on radio advertising constitute topics for investigation by students of the techniques of advertising. The publications of the National Association of Broadcasters contain helpful information. Radio as a selling device has been subjected to close and careful scrutiny by a number of writers, whose conclusions might serve as the basis of a unit of work in a course devoted to the problems of the consumer.

Law and Economics

Classes in commercial law and economics may use the same kind of broadcast items, emphasizing different aspects of the material presented over the air. Of a more descriptive nature are the numerous programs describing various phases of American commercial and industrial development. Broadcasts presented under the direction of the United States Department of Commerce have dealt with a wide variety of topics in the series entitled "Stories of American Industry." The topics range from the invention and increasing use of office appliances to the possibilities of the industries of tomorrow.

Sometimes programs of this nature may be presented by national or regional networks, sometimes by local stations in conjunction with school systems or such organizations as the Western New York School of the Air, in Buffalo. In sections where no such offering is made, teachers may fall back on printed material. In connection with the broadcasts mentioned above, the booklet, *Stories of American Industry*, has been put at the disposal of those interested by the United States Government Printing Office, Washington, D. C.

Problems of Scheduling

A problem that frequently recurs when a school begins to use radio in its classes is that presented by the scheduling of desirable programs at times when an interested class is not in session. Such a situation need not discourage the earnest teacher. In the not-too-distant future there is promise that such programs may be available on phonograph recordings at reasonable prices.

◆ *About Donald Cherry:* Radio chairman and teacher, Sequoia Union High School, Redwood City, California. A.B., Stanford; A.M., Harvard. Member of committee on technological aids, National Council of Teachers of English. Has published articles in professional periodicals. Has studied radio in London and New York. Now supervising experiments with a new sound-recording device for the Committee on Scientific Aids to Learning.

Lacking such a solution to the dilemma presented by the time factor, however, commercial classes may resort to another device—home listening.

A program heard outside of school hours can be made an integral part of the school's offering, as a supplementary element in the curriculum. Talks by business leaders, proceedings of business luncheons or conventions, dramatizations of various phases of economic life, discussions of current business problems, and other similar broadcast offerings make it possible for a teacher to encourage her students to use the radio as an aid to the learning process. Oral reports on pertinent programs may be utilized, often leading to stimulating class discussions, especially if a number of students have heard the program under consideration.

Classroom use and home listening are the most obvious—and probably the most dramatic—means of using radio as an educational method. The fact that radio is commonly accepted as entertainment makes the uses considered above those which can be put into effect most easily. What can be suggested, however, for the teacher who is unable to find usable materials in the schedule of his local station, or who finds that those there are come at the wrong time? His problem is one which is not without solution, and as he works it out, he will find that it has intriguing possibilities.

One of the most interesting of the teaching techniques that radio has suggested is, the use of the radio script for educational purposes. The U. S. Office of Education, Federal Security Agency, issues a catalogue² of such scripts, some of which can be used

² U. S. Office of Education, Department of the Interior, Washington, D. C. *Educational Radio Script Exchange Catalogue*, 10 cents in coin.

in classes in business education. The series entitled "Planning Your Career" includes a number of these, consisting of 15-minute programs prepared by the Vocational Guidance Committee of the National Advisory Council on Radio in Education, in co-operation with the American School of the Air. Such titles as "New Trends in the Occupational World" and "Goods Must Be Sold" are typical of those in this series. The use of these scripts implies no particular training in radio dramatics on the part of the teacher or the class. Complete directions are given, and these may be supplemented by the excellent manuals on radio production which may be obtained from the United States Office of Education.³

The use of the imitation radio playlet in the classroom overcomes some of the difficulties attendant upon scheduling of programs over the air. Radio drama, unlike the customary stage productions, relies solely on sound, a fact that makes it easy to use in the classroom. Parts can be read from scripts, without the necessity of memorizing lines, and elaborate and difficult settings can be suggested to the listener by simple sound-effects.

Commercial teachers will discover, as have teachers in other fields, that the scripts which are already written and available are distinctly limited in number and scope. After a certain amount of experience with already written radio dramatizations, they will be able to assist their students in preparing their own scripts, pertinent to the classroom situation involved. Student interest is easily aroused by this device, and productions of considerable value may be produced. A number of useful handbooks on radio writing have been published, one of which will introduce the interested teachers to some of the technical points involved. The learning process is, of course, present both in the writing and in the eventual production.

Such student-written plays may be primarily intended for use in the classroom, but a good script may be put on the air.

Many schools have found the student program to be a most effective public-relations medium. Especially with the small or medium-sized local station, it is often possible to interest the program director in such material. Once he is convinced that it is worth putting on the air, the radio play written and produced by students will find air time accessible to it. With this possibility before them, students will devote a surprising amount of time to research, writing, revision, and rehearsal. A live microphone has an irresistible appeal, a fact that may be put to use in creating accurate and effective radio dramatizations.

Perhaps the most potent attraction of the use of broadcast materials and techniques in educational work is the realization that much frontier work in this field remains to be done. Especially is this true of radio in business education, for this area has hardly been explored.

New Ideas Needed

The teacher endowed with a spark of ingenuity will see many possibilities whereby his work in the commercial subjects may be made more stimulating. Included in this pioneer work is the creation of scripts in commercial subjects so far untouched by such a device. Perhaps its adaptation to such subjects as bookkeeping or typing is inadvisable, but the matter needs consideration by teachers expert in the fields concerned.

Then, too, some study should be devoted to the use of news broadcasts in commercial classes. "Business in the News" may make work in economics and commercial law more vivid and vital. Student programs covering business news in the community might serve to emphasize the dramatic elements of what would otherwise appear completely prosaic. Radio addresses might be used as dictation for practice in shorthand. Variety of voices is almost unlimited. Timed dictation has already been put on the air for stenography students by Oregon State College, for example. These and other devices should be the subject of experimental work by interested teachers. From their activities may come an expansion of radio's uses into a hitherto comparatively neglected area.

³ *Radio Production Manual, Glossary of Terms Used in Radio, and Handbook of Sound Effects.* No charge.

Wondering AND Wandering



WITH

LOUIS A. LESLIE



A LETTER that reached me the other day had on it one of those new 1-cent stamps bearing a portrait of Horace Mann. At first sight I was proud that a teacher should have been thus honored. On second thought, I began to wonder whether I should be a little indignant that this portrait appears on a 1-cent stamp. Surely so great an educator as Horace Mann deserves better than a 1-cent stamp!

Then I thought that if the shade of Horace Mann could have participated in the deliberations of the committee in the Post Office Department that selected the denomination for his stamp, he would have urged them to select the 1-cent stamp, because it would reach more people than a 20-cent stamp or a 50-cent stamp. Great educator that he was, Horace Mann would be more interested in reaching the people than in feeding his own dignity.

• • Many articles in the professional journals berate the teachers' colleges because of their emphasis on methods and claim that what is really needed is cultural education for the prospective teacher. As the story goes, the total time for education is so limited that any time devoted to courses in specific methods of teaching is necessarily deducted from time that might otherwise be spent in "cultural courses." The story continues that "obviously," the more cultural background the teacher has, the better teacher he will be.

It seems impossible to disagree with this story as stated, but from the wording of the preceding paragraph it is clear that I don't agree with it. Why not? Because this story is one more in the long line of variants of the old classic, "Have you stopped beating your wife yet? Answer yes or no."

It is indisputable that we want those in charge of the education of our children to be cultured men and women; and that, the more culture they have, the more they will be able to help our boys and girls to become good citizens.

But can't these critics see that all the "culture" in the world isn't going to help the teacher who doesn't know how to pass it along to his pupils, even in the cultural subjects? To put it statistically, a teacher with 100 units of culture but zero units of skill in passing that culture on to immature minds will actually pass on less culture than a teacher with 50 units of culture and 10 units of skill in passing that culture on to the children. The first teacher has great reserves of culture but is unable to make them effective. The second teacher, with less culture, has been trained how to make that culture available to the pupils.

A similar long debate has long been carried on in our own field. How much expertness should the secretarial teacher be required to have in shorthand and typing? I have become convinced, after years of being buffeted back and forth by the waves of conflicting arguments, that the answer is the same as that I have just indicated for the cultural subjects. The typing teacher who can typewrite 100 words a minute but who does not know how to go about teaching his skill to others will get results in the classroom inferior to the teacher who types only 50 words a minute but who knows, either by instinct or by training, how to guide the children's fingers by easy stages to the desired typing skill.

True, the teacher who possesses both mastery of content and mastery of methods will get the very best results. But in this vale of tears this double mastery in any subject will always be rare. If we are forced to choose something short of perfection, what should we sacrifice?

If someone were to tell you that for luncheon today you could have your choice of (a) 10 pounds of bread or (b) 10 pounds of butter or (c) 1 pound of bread and 1 pound of butter, which would you take? You wouldn't want 10 pounds of bread without any butter; you couldn't eat so much bread at one meal anyway. The 10 pounds of butter without the bread would be no good at all. But a little bread and a little butter would make a far better luncheon than great quantities of either one alone. Did you ever read O. Henry's "Third Ingredient"?

Isn't that, perhaps, the answer to the battle between culture and pedagogy for general fields, and to the battle between personal expertness in our technical subjects and skill in teaching?

Yes, we know about Mark Hopkins and his log. The fact that they are still talking about him and his log would indicate that they haven't found many like him in the past hundred years and that probably most of us could profitably use a little guidance in methods of teaching our specific subjects—the tricks of the trade.

• • Research is undoubtedly the key that will solve many of our problems, but it must be research that has some significance. Research based on incomplete or incorrect facts is worse than useless because it leads us astray. This blast is occasioned by the number of reports I have seen of researches on the effect of this or that on the teaching of shorthand and typewriting.

Each report contains an elaborate set of conclusions that can be worth nothing because of obvious flaws in the work, flaws that are apparent on a casual reading of the investigator's own account of his procedure.

One of the commonest and most exasperating of such flaws is the basing of conclusions on the results of classes in which, by the announced results, we know that poor teaching has been done. At the moment I have no special research in mind; I am not aiming at anyone in particular, so don't dodge!

Let us assume a hypothetical case. Let us suppose that Mr. X says that typewriting

pupils would make faster progress in the first semester if they were to dip their hands in warm water immediately before each practice period. To determine this fact he makes a research. He sets up two equally matched parallel classes. One he teaches as he always has taught; the other he teaches exactly the same way except that the pupils dip their hands in warm water two minutes before each practice period. It finally turns out that the median speed of the first typing class at the end of one semester is 16 net words a minute and the median of the second class is 18 net words a minute.

Mr. X may dismiss this gain of two words a minute as statistically insignificant, or he may give the warm water credit for the two words a minute. In either case, he has overlooked the really significant part of the whole experiment, the fact that neither 16 nor 18 words a minute is at all a satisfactory result for one semester of typing. Twice that figure would not give us really good results.

Harold Smith tells us (and his figures agree with my own experience) that, in one semester, ordinary high school typing classes can be and should be brought up to a median speed of better than 40 words a minute gross with not more than $\frac{1}{2}$ error a minute. This is not done by slave driving. It is not done by applying pressure. It is done by the application of sound psychological methods of *developing* speed rather than *forcing* speed.

If, with ordinarily good methods, an ordinary high school class can get better than 40 words a minute gross in one semester, what significance are we to find in experiments of which the terminal result is 16 to 20 words a minute?

It is as if we might be in doubt as to the best type of running shoes for our athletes and tried to resolve our doubt by equipping several athletes with different kinds of running shoes. Then, instead of having them run around the track, we have them crawl around on their hands and knees. The fact that one athlete can crawl 100 yards in this fashion in 8 minutes while another required 9 minutes does not mean that the running shoes worn by one of them

were better or worse than those worn by the other.

Similarly a typing class that requires a semester to learn to type 16 words a minute can tell us nothing about the learning process. Their learning process is too slow and uncertain to begin with, and the effect that a variation in teaching procedure might have on such a class would not necessarily be the same effect that that variation would have on a class properly taught and making the proper growth in skill.

Therefore, before we try experimental variations in teaching procedure in easily measurable subjects like shorthand or typing, let us first be sure that we are already using the best techniques yet developed. How are we to know that? By the results we are getting.

If our results are not at least comparable with those of the leaders in the profession, we should spend our time catching up to the best work already done in the field, before trying to push the frontier ahead. Then we can begin to make innovations and experiments that will have some significance.

DR. BRAYTON F. WILSON, director of the School of Business and Secretarial Studies of Simmons College, and also director of the Prince School of Store Service Education, a unit of Simmons College, died on July 25 at his home in Cambridge, Massachusetts, following a brief illness.

Dr. Wilson was born in Providence, Rhode Island, December 1, 1899, the son of Professor George Grafton Wilson, of Harvard University. He was graduated from Harvard University in 1920 and was subsequently appointed a teacher of corporation finance at the Harvard Graduate School of Business Administration. Following a period in business as a finance counselor, he was appointed professor of corporation finance at Ohio University in 1934. He was professor of economics and head of the economics department at Tufts College from 1936 to 1938. He had been director of the Simmons Schools since the fall of 1938.

Dr. Wilson was a member of the Outlook Club, the Personnel Group, and the National-Consumer Retail Council. His widow and three children survive.

FOR the coming school year, the Board of Examiners of the Board of Education in New York City has scheduled a series of examinations for teachers of Secretarial Studies and Bookkeeping and Accounting.

There are various levels of teachers in New York City, varying from teachers in training at \$4.50 a day to first assistants at \$5,686 a year.

Young people who have completed their commercial-teacher courses on a four-year college level are eligible to take the examination for teacher-in-training license. A person who passes this examination and teaches a year receives a substitute's license and, when working, receives \$8.50 a day.

The eligibility requirements are as follows: Age, 21-41; United States citizenship; graduation from high school and a four-year professional course in the license subject or field; one year or more of classroom teaching of the subjects in a public or registered private school on the high school or college level; and one year's acceptable business experience in the field in which the license is sought.

The examination consists of five or more parts, in each of which a passing mark must be reached. The parts are: (1) a written examination upon subject matter and methods of teaching the candidate's specialty; (2) an interview test covering personality, oral English, general culture, and intelligence; (3) a class teaching test for one 45-minute period in a New York City high school; (4) an evaluation of the candidate's record, based upon length of service and reports from previous supervisors; (5) a physical and medical examination by a physician assigned by the Board of Examiners.

The examination for the regular high school teacher's license (salary range \$2,148-\$4,500, with *automatic* annual increases with satisfactory service) will be held this fall, in October or November.

You can obtain a circular of information and an application form by sending a request for information, with an enclosed, addressed, stamped No. 10 envelope stating the kind of license desired, to the Board of Examiners, 112 Livingston Street, Brooklyn, New York.

The Lamp of Experience

HARRIET P. BANKER
EDITOR



I have but one lamp
by which my feet are
guided, and that is the
lamp of experience.
—Patrick Henry.

ODD facts and unusual customs add interest to the presentation of a lesson. The following article will be of interest to students of filing and will be welcomed by teachers ever on the lookout for material that can be introduced into the lesson presentation.

A Short History of Record Keeping

By Freida Kraines

YOU probably never thought that tying a knot in your handkerchief in order to remember something was a method of filing; but, many years ago, in ancient Peru, thread was knotted to signify something to be remembered, and "Knot Officers" were employed to remember the meaning of the knots in the resulting "quipu." The word "file," itself, comes from the Latin *filum*, meaning thread; so a file is really a record of a continuous thread of incidents.

The most poetic example of such an aid to memory is the rosary. Each bead stands for a prayer, and strung together on one chain they are a record of devotion.

In the very early days, chests and vases were used to store records. The first desk was the ground; then a board was held on the knee; then came portable desks and

tables and finally standing desks with compartments.

The Egyptians had offices in which employees were mainly scribes. Here is an excerpt from a letter of those times:

"I write this to you that it may serve as a witness between us, and you must keep this letter that in the future it may serve as a witness."

In the Theban empire, 3,500 years ago, dictation to scribes was very popular; and a head shepherd would often dictate a report on the condition of the sheep to two scribes at once and then compare the two reports for accuracy.

In Hammurabi's time, writing was done on tablets of clay. These were filed in layers six feet deep on slate shelves. Imagine being a file clerk in those days!

About 575 B.C., Simonides, a Greek writer, prided himself on having invented a system of mnemonics (memory aids), which Cicero, the Roman, later adopted gratefully. The essential principle of this system lay in arranging the things to be remembered in some logical sequence so that each item would naturally lead to the next.

Aristotle is credited with inventing the first system of cataloging. He used it in his own private library. There is no record of its being widely used, although the large municipal libraries of such cities as Alexandria did have some system of keeping track of the books.

In A.D. 1456, filing was done in bags, each paper bearing a tag for identification. In the sixteenth century, Jacob Fugger, a German banker, marked various cabinet drawers with the names of cities and filed the correspondence by localities.

About 1778, James Watt, the inventor of the steam engine, saw the need of preserving documents and devised a copying press. This brought a demand for some kind of a file cabinet, and cabinets with small pigeonholes or compartments were used. The lawyers then used to complain, "Pigeonholes everywhere and not a place to keep a secret."

In 1780, Abbe Rozier indexed the publications of the French Academy by tabulating the volumes on playing cards, "putting them to something better than their usual use."

At the centennial exposition at Philadelphia in 1876, a meeting of librarians was held; and, afterwards, business began to index letters and documents alphabetically.

About the same time, H. J. Hoffman, a newspaper publisher of Eau Claire, Wisconsin, looking for a way to keep his clippings, saw some books standing vertically on the shelves, and some papers lying in boxes, and conceived the idea of standing papers on edge with a compressor to hold them up. He first made some roller files, which were used in the county building for many years, but did nothing to perfect them.

The first modern vertical file cabinet was exhibited at the Columbian Exposition in 1893, in Chicago. It was a minor exhibit and caused little comment. However, its popularity soon grew until it became an established product representing an industry worth many millions of dollars.—*Reprinted with permission from "The File," bulletin of the Filing Association of New York.*

A First-Term Bookkeeping Set Device

I USED a first-term bookkeeping practice set for a test of the pupils' knowledge of the correct entries for such transactions as buying and selling for cash and on account; handling promissory notes and merchandise returns; and the subdivision of expense into rent, delivery expense, salary, etc. The results were very gratifying.

Half sheets of composition paper were distributed and the pupils were instructed to rule up a journal, using both sides of the sheets. (If desired, a half sheet of regular journal paper may be used.) Twelve transactions, approximately one-third of the bookkeeping practice set, were dictated to and journalized by the students, with the explanations omitted.

Dictation and journalizing of the transactions took 15 minutes, leaving time during the same period for the exchange and correction of the papers. The correct answers were read by the instructor, and each student was made responsible for the correction of another student's paper. After a student had finished correcting the paper for which he

was responsible, he wrote the words "corrected by" at the bottom of the sheet and signed his name. He also noted at the top of the paper, near the name of the student to whom the paper belonged, the number of correct answers.

The corrected papers were then returned to their owners with instructions to enter the dictated transactions in the assigned set from which the twelve test entries were taken, this time putting in the explanations. Regular journal paper was used for these entries. Ordinarily, not more than one or two of these entries could be made before the expiration of the period. Therefore, the completion of the set, including the twelve entries, was assigned for homework.

This test, I found, did away with mere copying of set transactions; it tested each student on his journalizing knowledge; and it made provision for actual bookkeeping entries from a correct form, in the making of which the entire class participated.

While the class is working on the journalizing of the corrected sheet, the teacher can record the students' scores.—*Harry D. Smith, Central High School, Paterson, New Jersey.*

Testing Accuracy in Typing

I IN my second-year typing class, I have used the following testing procedure with satisfactory results:

The students are given a straight-copy test, and are told to type as many pages as possible during the class period of 45 minutes. (The speed tests sent out by the various typewriter companies are excellent for this purpose.) In order to assure uniformity, the students are told to set the marginal stops at 20 and 70 and to leave a six-space margin at the top and bottom of the page. The test is double-spaced to facilitate the detection of errors.

The students earn three points for each page completed without an error, two points for each page completed with one error, and one point for each page completed with two errors. No points are allowed for pages containing more than two errors. I have found it well to give a test of this type each week.

As the grades on these tests are given as much weight as speed tests when making our term grades, the students strive diligently to get as many points as possible. If desired, the procedure may be varied by changing the number of points that may be earned.

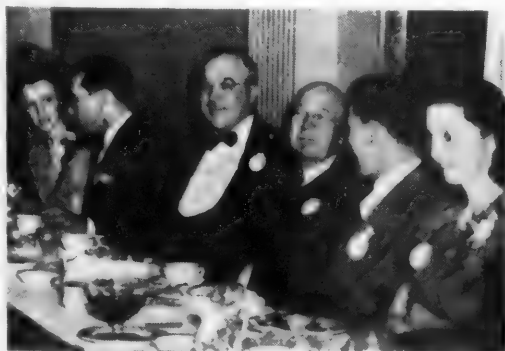
Although speed tests have their unquestioned place in the typing classroom in order to stimulate interest, I believe an occasional accuracy test of this kind is desirable as an aid in emphasizing the necessity for accuracy.—*Lewis W. Cramer, High School, Lake Mills, Iowa.*

STUDENTS and faculty of the commerce department of State Teachers College, Springfield, Missouri, honored J. D. Delp with a banquet on May 25. Mr. Delp's retirement from active service took place in September, 1939, at which time Dr. Virgil Cheek succeeded him as head of the department of commerce.



J. D. DELP

Former students, professional friends, and co-workers participated in making the occasion a memorable one. Many who could not attend sent telegrams and letters to Mr. Delp, commending and congratulating him upon his contributions to business education during his quarter-century of service at Springfield.



A GROUP AT THE BANQUET HONORING J. D. DELP

Left to right: A friend of Halcon Kibby, toastmaster; Mr. Kibby; Dr. Roy Ellis, president of the college; J. D. Delp; Charles Lee, president of the Commercial Club; Mrs. Lee.

THE Chicago Area Business Education Directors Association, at a meeting held in Chicago on May 25, elected for the ensuing



FIDELIA VAN ANTWERP

year a new chairman, Miss Fidelia Van Antwerp, of Joliet Township High School and Junior College, and a treasurer, John W. Rau, Jr., of New Trier Township High School, Winnetka, Illinois.

Miss Van Antwerp appointed Mrs. Geraldine Schmitt, Evans-ton Township High School, secretary for the year. To assist in program planning, she

appointed a committee consisting of the following past chairmen, who are also department heads: Walter A. Kumpf, Elgin High School; David Johnson, New Trier Township High School; and Robert S. Barnes, Waukegan Township High School.

Mr. Barnes, retiring chairman, was authorized to represent the Association in its relations with regional business-education organizations.

Miss Van Antwerp is well known to B.E.W. readers for her success in the B.E.W. Project Contests in business letter writing. Her students won first place and a silver cup in the 1938 contest, and one of her students won first individual prize in the 1940 competition.

PLANs for the second yearbook of the Southern Business Education Association are progressing rapidly under the editorship of Dr. Howard M. Norton, of Louisiana State University, and his associate editors. The title of the book will be *Teacher's Training and Certification in the South*. Material is being assembled by conducting surveys in the twelve southern states that are served by the Association.

The *SBEA Secretariat*, bulletin of the Association, announces, "Although the ultimate findings of the study will be of particular interest to those engaged in teacher training, the material leading to these findings will prove valuable to teachers in the secondary schools."

The Association has reached its membership goal of 1,000 members for 1939-40, H. P. Guy, secretary of the Association, has announced.

The Association's president is Parker Liles, of the Commercial High School, Atlanta, Georgia.

This year's meeting of the Association will be held at Nashville, Tennessee, November 28, 29, and 30.



An Inventory Test In Arithmetic Fundamentals

R. ROBERT ROSENBERG, Ed.D., C.P.A.

BUSINESS arithmetic is a foundation subject for most of the clerical positions in an office. Most of the work in business offices consists of making arithmetical computations of various kinds, and a course in business arithmetic must develop the ability to make them correctly and speedily. This ability aids the student not only to find employment but also to win promotion.

At the beginning of the study of any subject of which the student has some prior knowledge, it is desirable to take an inventory of what he knows about the subject. Such an inventory provides a guide or measure by which to compare progress and achievement and by which to determine the weak points, in knowledge of the subject,

upon which emphasis needs to be placed.

It is with this purpose in mind, and also to give the teacher a yardstick with which to gauge the student's prior knowledge and advancement, and to make it possible to group students on the basis of individual ability, that the following test is offered.

The fundamental operations, fractions both common and decimal, and percentage, have been stressed in the test, for these processes are the basis of all arithmetic. Successful performance of the work in the business-arithmetic course depends almost entirely upon a complete mastery of these elementary, though essential, principles.

For the convenience of teachers, the key is shown in parentheses with each problem.

Complete the Following Statements

1. 3% of \$1,175 is (\$35.25).
2. $83\frac{1}{3}\%$ of 102 is (85).
3. 125% of 84 is (105).
4. $\frac{1}{2}$ of 1% of \$54 is (\$.27).
5. 150% of \$32.60 is (\$48.90).
6. $\frac{2}{5}$ of 1% of 72 is (.288).
7. .5 of 1% of \$320 is (\$1.60).
8. $\frac{1}{2}\%$ of \$52.60 is (\$.263).
9. 110% of \$65 is (\$71.50).
10. 25% of \$25 is (\$6.25).
11. 150% of 2 is (3).
12. .5% of \$782.50 is (\$3.9125).
13. 10% more than 70 is (77).
14. 250% more than \$250 is (\$875).
15. 60 is (20)% more than 50.
16. (300)% of 25 is 75.
17. 44 is 10% more than (40).
18. 20 is (100)% more than 10.
19. $12\frac{1}{2}\%$ more than \$72 is (\$81).
20. 20% less than 65 is (52).
21. 36 is 50% less than (72).
22. 51 is $\frac{1}{4}$ less than (68).
23. $93\frac{3}{4}$ cents is ($\frac{15}{16}$) part of \$1.
24. 324 is 75% greater than ($185\frac{1}{7}$).
25. 116 is $\frac{3}{4}$ as large as ($154\frac{2}{3}$).
26. 42 is 150% of (28).
27. 28 is 50% larger than ($18\frac{2}{3}$).
28. 75 is half again as large as (50).
29. 75 is $16\frac{2}{3}\%$ smaller than (90).
30. 54 is ($\frac{6}{7}$) part of 63.
31. 125 is (125)% of 100.
32. \$12.50 is $66\frac{2}{3}\%$ of (\$18.75).
33. 84 is (80)% of 105.
34. 24 is ($\frac{4}{3}$) part of 18.
35. 63 is $\frac{4}{5}$ larger than (35).
36. 30 is $\frac{5}{6}$ of (36).
37. 120 is ($\frac{5}{4}$) part of 96.
38. 45 is ($12\frac{1}{2}$)% of 360.
39. 21 is ($37\frac{1}{2}$)% of 56.
40. \$32.85 is 40% of (\$82.125).
41. $\frac{3}{8}$ of 68 is ($42\frac{1}{2}$).
42. 350 decreased by 20% of itself is (280).
43. 64 increased by $12\frac{1}{2}\%$ of itself is (72).
44. 60 increased by $\frac{3}{5}$ of itself is (96).
45. 36% decreased by $\frac{1}{3}$ of itself is (24)%.
46. 76 increased by $\frac{1}{4}$ of itself is (95).
47. 88 increased by $37\frac{1}{2}\%$ of itself is (121).
48. \$360 decreased by $33\frac{1}{3}\%$ of itself is (\$240).
49. 252 decreased by $16\frac{2}{3}\%$ is (294).
50. 75% decreased by $\frac{3}{5}$ is (30)%.
51. .0125 expressed as a per cent is ($1\frac{1}{4}\%$).

52. .625 expressed as a per cent is ($62\frac{1}{2}\%$).
53. A 15% discount on a \$40 bill is (\$6.00).
54. $13/16$ is the same as ($81\frac{1}{4}\%$).
55. $6\frac{1}{4}\%$ expressed as a decimal is (.0625).
56. .1875 expressed as a per cent is ($18\frac{3}{4}\%$).
57. 2.5% expressed as a decimal is (.025).
58. .075 expressed as a per cent is ($7\frac{1}{2}\%$).
59. $\frac{1}{4}\%$ expressed as a decimal is (.0025).
60. $1/5$ of 1% expressed as a decimal is (.0020).
61. $\frac{7}{8}$ of 1% expressed as a decimal is (.00875).
62. .75% expressed as a common fraction is ($3/400$).
63. .0625 expressed as a per cent is ($6\frac{1}{4}\%$).
64. $8\frac{3}{5}$ expressed as a decimal is (8.6).
65. 5.75% expressed as a decimal is (.0575).
66. 24 is ($2\frac{2}{3}$) part of 36.
67. 32 is half again as large as ($21\frac{1}{3}$).
68. $12\frac{1}{2}$ is ($\frac{1}{8}$) part of \$1.
69. 50 is $1\frac{1}{2}\%$ of (10,000).
70. 18 is $2/5$ of (45).
71. 100% is $1/6$ of (600%).
72. 69 is $2/3$ of ($103\frac{1}{2}$).
73. \$64.50 is $66\frac{2}{3}\%$ more than (\$38.70).
74. The number that is 45% more than 85 is ($123\frac{1}{4}$).
75. $11/12$ is the same as ($91\frac{2}{3}\%$).
76. 68 exceeds 51 by ($33\frac{1}{3}\%$).
77. $\frac{3}{8}\%$ more than 96 is (96.6).
78. $5/6$ of (42) is 35.
79. $5\frac{1}{4}$ is contained (18) times in $94\frac{1}{2}$.
80. The sum of 1.5 plus 25 plus .75 equals (27.25).
81. .25 times 7.5 equals (1.875).
82. The product of $18\frac{3}{4}$ multiplied by .48 equals (9).
83. 386.75 divided by $6\frac{3}{4}$ equals (57.296).
84. 624.0625 times $16\frac{1}{2}$ equals (10,297.03125).
85. $\frac{2}{3}$ plus $\frac{1}{4}$ plus $\frac{5}{6}$ plus $11/12$ equals ($2\frac{2}{3}$).
86. $8.375 - 5\frac{4}{5}$ equals (2.575).
87. The sum of $\$7\frac{1}{2}$ plus $\$.62\frac{1}{2}$ plus $\$.7\frac{7}{8}$ plus $\$.537\frac{1}{2}$ equals (\$14.37 $\frac{1}{2}$).
88. $92.62\frac{1}{2}$ may be expressed as a mixed number as ($92\frac{5}{8}$).
89. $77\frac{3}{4}$ is ($9\frac{3}{20}$) larger than $68\frac{3}{5}$.
90. The difference between $24\frac{3}{8}$ and $41\frac{1}{4}$ is ($16\frac{7}{8}$).
91. The product of $36\frac{2}{3}$ multiplied by $24\frac{1}{4}$ is ($889\frac{1}{6}$).
92. The quotient of $64\frac{7}{8}$ divided by $16\frac{3}{4}$ is (3.873).
93. The sum of $16\frac{2}{3}$ plus $23\frac{3}{4}$ plus $11\frac{5}{8}$ is ($52\frac{1}{4}$).
94. ($14\frac{2}{5}$) is left when $58\frac{2}{3}$ is taken from $72\frac{4}{5}$.
95. 68.75 is contained in 756.25 (11) times.
96. The interest on \$84 for 120 days at 6% is (\$1.68).
97. A discount of 20% and 10% is equal to a single discount of (28)%.
98. The exact number of days between May 27 and December 19 is (206).
99. A note dated July 5 and due in 90 days matures (October 3).
100. A profit of \$.15 is made by selling an article for \$1.05. The profit is ($14\frac{2}{7}\%$).

MISS JUNE ROBERTS has been selected to teach courses in retail selling in the department of business education at Shippensburg (Pennsylvania) State Teachers College. She replaces Miss Rose Walters, who recently resigned to be married. N. B. Curtis is director of the department.



Miss Roberts trained for this work at Temple University, New York University School of Retailing, and the University of Pittsburgh Bureau of Research in Retail

Selling. She holds the degree of Master of Letters from Pennsylvania State College. She was formerly head of the secretarial-science and retail-selling department at Dickinson Junior College, Williamsport, Pennsylvania. She has had extensive experience in department-store selling and working in business offices.

CLINTON M. FILE, of the faculty of State Teachers College, Indiana, Pennsylvania, received the degree of Doctor of Education from New York University in June. He holds degrees also from James Millikin University, Decatur, Illinois, and the University of Chicago School of Business.



Dr. File taught in the public schools of Illinois for ten years and was head of the commercial department of the Danville high school for four years. He has been teaching accounting and allied subjects at Indiana State Teachers College since 1927. He also serves as financial assistant to the president of the college. He is the author of several articles and co-author of a textbook.

Dr. File is a former Post Commander of the American Legion.

ARCHIBALD
ALAN
BOWLE



This department brings to you each month helpful suggestions regarding bulletin-board displays, club programs, and equipment and supplies.

2 Printime, a new, low-cost time stamp, is announced by International Business Machines Corporation. It is small, compact, and streamlined. The throat has a depth of 4 inches from the edge of the date line, giving wide latitude for the placement of registrations. The type wheels, printing ribbon, and electrically operated timing mechanism are all housed in the head of the stamp. For normal use on correspondence, the impression is made by inserting the paper and pressing down the head of the stamp with the fingertips.

A. A. Bowle September, 1940
The Business Education World
270 Madison Avenue, New York, N. Y.

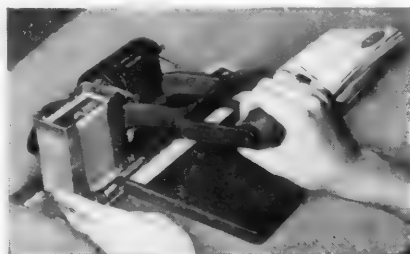
Please send me, without obligation, further information about the products circled below:
1, 2, 3, 4, 5, 6

Name

Address

3 The Ames Typewriter Cover Kit is unique. It is equipped with a zipper pocket in the back, designed to hold all the typewriter accessories in use in the average office, including cleaning brushes, fluids, and erasers, so that the various items are maintained together in one place without danger of being mislaid.

4 A small, low-priced addressing machine recently offered by the Elliott Addressing Machine Company is suitable for the work of clubs, groups, and small businesses. The address hopper holds sixty-five address cards, and an adjustable guide makes possible the feeding of matter of different sizes. To operate it, the address cards are shifted to addressing position with the left hand, and the right hand depresses the handle. After addressing, cards are ejected at the other



end of the stencil runway. The operation is semi-automatic. Stencils may be typed in an ordinary typewriter by fitting a special clamp on the platen. The "Addressette" can be purchased through stationery stores and office-supply dealers.

5 The Zephyr American Corporation has introduced the Thermodex, a combination thermometer and fountain-pen holder of graceful design, in black, walnut, or ivory Bakelite. It was made for practical use but is attractive as well as useful. It would look well on the principal's desk—or the teacher's.

6 Time-it, a new electric stopwatch, is the latest on the market. It utilizes an indicator counter instead of the conventional watch dial. Large legible digits give clear reading to one-tenth of a second. The watch totalizes to 10,000 seconds, or an interval of two hours and forty-six minutes, before repeating from zero.



Planning the Pattern For a Commercial Club

TERESA A. REGAN, Ph.D.

EDITOR'S NOTE—Have you planned the work that your commercial club will be called upon to accomplish during the school year? Or are you leaving the matter for the first meeting to settle?

Dr. Teresa A. Regan, of the Teachers College of the City of Boston, plans ahead. The commercial club that has been in operation at the college for the past six years has given her material to organize eight club programs for the school year.

The students at the college will soon be teachers, and the commercial-club program they follow provides them with material that will help them when they in turn are called upon to organize such extracurricular activities. This is the only college I know that definitely prepares students for this highly important work.

This is the first installment of a thoughtful article by Dr. Regan.—A.A.B.

MOST of us who voluntarily assume extracurricular duties connected with the directing and advising of a commercial club in our school or college do so because we believe that opportunities for desirable growth and learning not available in class periods are possible and even inherent in a club situation. We take up this work, however, with full knowledge that leadership, resourcefulness, and enthusiasm must be ours if the student officers are to be encouraged to make the best of each meeting.

Since this is so, other directors and advisers may be interested to know that, during the six years of our club meetings at the college, there has seemed to evolve a pattern of the yearly calendar and the hourly meetings which by now we recognize as fitting our needs; and this we accept as a constant, thereby saving our time and releasing our energies for the planning of details.

No two clubs could function exactly alike, so specific programs that will be described

here may not be usable in their entirety. I hope, however, that the idea of a rather predictable routine and the outlines of kinds of activities may encourage other directors to seek to settle within their own club year the essential pattern and encourage the student officers and membership of each year to build worth-while variations and enrichments upon the efforts and achievements of previous years.

We postponed the organization of our Commercial Club until the first group of our students had taken the examination for temporary teachers in Boston high schools, because we believed that concentration on curriculum mastery came first. When success for the majority of our group seemed to show that our work had been organized to meet the requirements of that examination, which is given by a Board of Examiners not connected with the college, we formed the club for which the girls had been asking during two previous years.

Its stated purposes are enrichment of the commercial curriculum through vocational information and sharing of vocational experiences, and promotion of social unity and friendship among the students in the department. The department prepares women students to teach commercial subjects in high schools, and the college is part of the Boston public-school system, admission being

♦ *About Dr. Regan:* Assistant professor, commercial-education department, Teachers College of the City of Boston. B.B.A., Boston University; M.Ed., Harvard; Ph.D., Boston College. Co-author of a text in elementary methods, contributor to the B.E.W. and the N.C.T.F. Yearbook, and a speaker at teachers' conventions.

granted to a limited number of applicants who have passed college-board entrance examinations.

Division of Time Within the Meeting

Our club is one of many within the college, each fulfilling a vocational, health, recreational, or avocational purpose; therefore, our monthly meeting of one hour's duration has to be scheduled on a specified day in a stated room at an assigned hour after the close of classes. These details, once settled upon in a meeting of all club advisers, are not to be changed should consultation of the general club calendar show conflicts with the regular meeting day of many other clubs.

One problem that would result, for example, is that the excellent housekeeping arrangements of the central student organization, the Self-Government Association, are sufficient for the "tea" needs of three scheduled club meetings, but cannot be extended to include a club that has not notified the housekeeping committee of a change in date.

"Tea," with its opportunity for informal interclass sociability, comes during the first 20 minutes of most meetings. The remaining 40 minutes, having been budgeted at a previous meeting of the executive board, are divided into several portions, unless an invited guest is speaking.

The pattern that has seemed to work itself out as to the timing of our one-hour meetings is as follows:

<i>Activities</i>	<i>Minutes</i>
Informal social meeting with refreshments	20
Welcome by the presiding officer; reading of the secretary's minutes of the preceding meeting	5
Business meeting, in which we endeavor to keep a regulation order of disposal of business, according to a simplified parliamentary procedure drawn up for the clubs of the college by a committee of faculty and students	5-15
Informational, inspirational, and recreational sections of the program	15-25
Thanks by the presiding officer. Adjournment	2

Committees

The club constitution and the timing shown above seem to call for standing and special committees whose function does not

really change from year to year, although details of execution may differ.

Executive Board. Regular members of the executive board are the club officers and the faculty members of the department. Chairmen of committees are invited to attend some board meetings, if their ideas are needed in certain planning. About ten days before each club meeting, the executive board meets during a lunch period. With the secretary's duplicated report of the preceding meeting in hand, and with the year's pattern in mind, the president states her tentative plan for the club meeting of the following week, and discussion starts. Usually, when the board meeting is over, each person has promised to oversee or perform some task.

Refreshment Committee. The vice-president of the club has general charge of the informal social meeting, and appoints her committee for each meeting so that no student need be on duty during these first twenty minutes at more than one meeting, unless she chooses to do so. Perhaps this arrangement would not be possible in other clubs, but we draw membership from three sections of different college years, and have always had more than fifty members. As we do not serve tea at the December or May meetings, a committee of six or eight different girls is obtainable for each of the other six meetings.

Treasurer's Assistants. A small amount of money is needed, we have found, for efficient maintenance of our activities. Because the treasurer, as well as the vice-president, is elected each year from among the new members, she is usually not well enough acquainted with upper-class members to collect dues without too great an expenditure of her time. Therefore, she requests a member from each of the two upper classes, usually the section councilor, to solicit payment of dues.

Program Committees. The president and the secretary carry the burden of arrangement for the 40-minute section of the club meeting and appoint needed committees for balloting, conducting games, writing invitations to speakers, purchasing gifts or special supplies, even moving of furniture—whatever has to be done in preparation.

Special Committees. Whenever the club commences a long-term project, such as the news sheet and the group-skill contest that I am going to discuss later in these pages, special committees must be appointed to see it through to a finish.

Collection and Use of Money

Many generalizations occur to me as I commence to write about club funds; but as this is a factual account, I shall limit myself to the money history of one club. Our constitution sets 50 cents as yearly dues, probably because that is the sum asked for by most of the other clubs in the college. The treasurer accepts partial payments, and records the accumulation towards the full amount. Collectors differ in their effectiveness; in fact, there is at present a notice in shorthand on a department-room blackboard calling attention to the fact that *all* members of *one* section have paid *all* their first-semester dues. Not all members, however, pay their full dues; but for all except one year, we paid our way and had a small balance. During that year, we received a generous gift from a graduate, which was doubly appreciated because we had two extraordinary expenses.

We use this treasury to pay current expenses such as stationery and postage, sympathy messages, thank-you cards and gifts for invited speakers, refreshments, tickets for the two junior-class officers to attend the Alumni Association banquet to which the other officers are invited because they are members of the senior class, greeting space in the senior yearbook, and inexpensive prizes for members who have won in little competitive pen-and-paper games at meetings.

We have never attempted to "make money" through any project. It has been suggested a few times, but we of the faculty have opposed proposals that members give a proportion of the fees that they receive from typing jobs, or that we charge admission for an entertainment. We think that the students owe first loyalties to their Self-Government Association, their Welfare Club (organized social-service and charitable activities for the welfare of school children

whom the students meet in their practice-teaching assignments), and their class organizations. These three groups also need dues from the students to function effectively; and any money we "made" would almost surely have to have come from the same audience that is called upon to patronize the paid entertainments of these central college organizations.

Pattern of Meetings Month by Month

A certain sameness has become noticeable, not only in the timing of the hours, but in the kind of program we have found suitable for the same month year after year, which allows me to say that we have evolved a pattern that now is the basis for yearly planning. Next month I shall quote from two typical reports of a secretary, and shall sketch the outline of the eight meetings of our club year.

(To be continued)

AT THE spring meeting of the New England Business College Association, which was held May 31 and June 1, the following new officers were elected:



President: Sanford L. Fisher, Fisher School, Boston, Massachusetts.

Vice-President: David Hourin, South Middlesex Secretarial School, Framingham, Massachusetts.

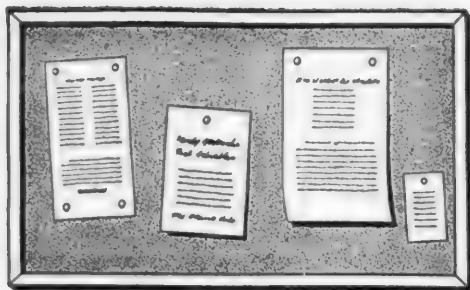
Secretary - Treasurer: Alice Faircloth Barrie, Lowell Commercial College, Lowell, Massachusetts.

SANFORD L. FISHER

The meeting was held at Hampton Beach, New Hampshire, and attracted the largest attendance in years.

Among the speakers were Edwin B. Hill, of Hill College, Woonsocket, Rhode Island; John C. Pickett, Northampton (Massachusetts) Business College; Donald J. Post, Post College, Waterbury, Connecticut; W. P. McIntosh, Jr., Kinyon School, New Bedford, Massachusetts; Ion E. Dwyer, Morse College, Hartford, Connecticut.

Teachers in the schools of the Association will attend a Teachers' Institute in Boston, in October. The fall meeting of the organization will be held in Boston, on November 29 and 30.



The B.E.W. Bulletin Board

A MONTHLY SERVICE

THE great interest that is being shown in bulletin boards nowadays leads us to suggest that a most effective use of them could be made if an integrated and correlated program were planned throughout the school.

Each classroom bulletin board, each departmental or general bulletin board, and display space in the classroom and in the corridors might very well tell a comprehensive story of what the school is doing in one or more phases of educational policy.

To be specific, what is your school doing, what is each department of the school doing, to inculcate right work habits and attitudes in the minds of students toward the subjects they are studying, toward the school, toward their community, toward the state? How is the school, through its instruction, meeting the subversive influences that might adversely affect our students?

What aggressive and progressive policies are being followed to build a self-reliant, well-educated student body that will be able to stand on its own feet and make of America the great country that it has been, is, and must be in the future? How can the story be told through the "advertising medium" of the school—through its bulletin boards? How can bulletin boards help to turn out citizens of whom we can all be proud?

You know the subjects that you teach. You know the outcomes you are striving for and their relationship to all the other activities of the school. All that is needed is a medium through which to publicize and bring out into the open all of these factors so that the students, teachers, and parents can picture what is being done.

The bulletin boards can be made a most effective medium. Through picture, graph, and caption the way is open to tell the story of what you are doing.

Such an integrated program calls for the close co-operation of the students, the faculty, and the administration. A plan of procedure to carry out such a program would entail the following steps:

A conference, headed by the principal of the school, in which the heads of the various departments could discuss the program and decide upon a central theme around which to tell the story.

Each department head would then confer with his teachers and assign topics that could best be illustrated in line with the general theme.

Each teacher would then discuss with his respective home-room class the ideas that had been developed and would assign students to work out the details—get pictures and drawings, work out graphs and illustrations, write suitable captions, and provide other details that would tell the story as it relates to his class work and show its relationship to the general theme.

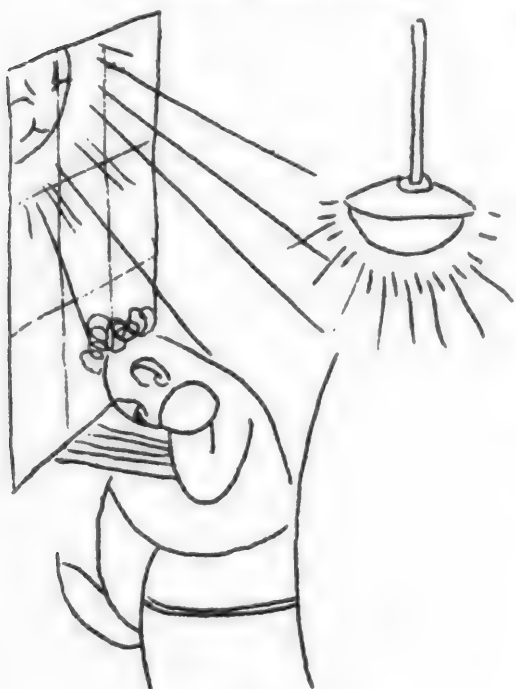
From the materials collected by the students, the teacher would discuss and select those items that would best show the contribution that his particular subject makes to carrying out the phase of education that it is proposed to illustrate as the general theme. Consultation, of course, will be necessary between teachers of the same subject to insure that there will be no duplication or overlapping of materials. Each teacher should be responsible, however, for the final display on his own classroom bulletin board. The physical operation of arranging the materials should be carried out by selected students, under the direction of the teacher.

The general or departmental bulletin

board that hangs outside the office of the head of the department should be given special care by the department head, and the responsibility for a proper display here could very well be in his hands or could be taken care of by a teacher chosen to handle the matter.

In schools where there is a "main" bulletin board, used to convey information to the faculty, some of the space might be given over to a statement of the general

Classroom Housekeeping



MORE LIGHT!

I've heard a wife say of her husband, "He walks through the house and leaves every light burning. I have to follow along after him and turn them out." However, in most homes lights are not burned *all day*.

Some teachers turn lights on and then get so interested in their work—or something—that they leave them on for the rest of the day. I guess the janitor turns them out.

Most of us are economical when it comes to the use of fuel, supplies, material, etc., in our own homes. We should likewise be economical in the use of school supplies.

Let there be artificial light *when needed*.—G. L. Aplin, Lincoln High School, Manitowoc, Wisconsin.

theme—illustrated if possible by pictures and graphs.

The wide open spaces—the walls of the classrooms and the corridors—can be brought into action through the co-operation of departments. As a matter of fact, the department using the rooms along a certain corridor should be made responsible for the proper use of that space.

There are many details to be handled in such a program, and constant consultation will be necessary so that the whole story will hang together.

Is it worth the effort? Is it worth while to make our students vitally conscious of what is being done for them? Is it worth while to bring the story to the attention of the community?

One principal has suggested to us that he would arrange an open house and organize tours of inspection, inviting the members of the Board of Education, business and professional men and women, the parents, and other visitors in an endeavor to impress upon them the vital part that the school is playing in developing its children to take their places among the adults of today, to be citizens worth their salt.

● ● How to get good pictures of bulletin boards, suitable for reproduction purposes, is a matter that has been giving many teachers considerable concern. They take pictures in which, unfortunately, the material on the board does not show up well enough to be reproduced in a magazine.

Pages of typewritten material on a large bulletin board when photographed do not show up—the print is too small. Incidentally, small print is not good for bulletin boards anyway, for people who stand a few feet from them are unable to read the type. Bulletin-board material, to be effective, must be of such a nature that he who runs may read.

Next month we shall tell you how one authority on bulletin boards succeeds in making photographs of them that are suitable for magazine reproduction. If you, too, have made good photographs of your own displays, won't you write and tell us just what photographic procedure you followed?

Tri-State to Meet October 4-5



W. B. ELLIOTT
President

THE regular fall meeting of the Tri-State Commercial Education Association will be held at the William Penn Hotel, Pittsburgh, on October 4 and 5.

A social meeting and the showing of exhibits have been scheduled for Friday evening, October 4.

On Saturday morning, the following section meetings will take place:

Bookkeeping and Clerical Practice. Chairman, Dr. R. J. Worley, Duquesne University, Pittsburgh.

Consumer Education and Social Business. Chairman, George R. Fisher, Langley High School, Pittsburgh.

Salesmanship and Distributive Occupations. Chairman, F. H. Sumrall, Grove City (Pennsylvania) College.

Private Schools. Chairman, K. M. Maukert, Duffs-Iron City College, Pittsburgh.

After a luncheon, for which H. A. Freeland, of the Bellefield Girls Vocational High School, Pittsburgh, is committee chairman, the secretarial section will meet. Co-chairman of this section are Miss Ethel L. Farrell, State Teachers College, Indiana, Pennsylvania, and D. D. Lessenberry, University of Pittsburgh.

Tri-State officers are as follows:

President: W. B. Elliott, Elliott School of Commerce, Wheeling, West Virginia.

First Vice-President and Editor of "The Tri-State Educator": Alan C. Lloyd, High School, Munhall, Pennsylvania.

Second Vice-President: Miss Elizabeth Seberry, Langley High School, Pittsburgh.

Treasurer: Robert L. Fawcett, Peabody High School, Pittsburgh.

Secretary: Miss Zelma Bundy, John Marshall High School, Cleveland.

Members of the Board: F. H. Sumrall, Grove City College, Grove City, Pennsylvania; Dr. R. J. Worley, Duquesne University, Pittsburgh.

GEORGE JOYCE, who has been on leave of absence from the Woman's College of the University of North Carolina, has returned to resume his duties as head of the commercial department and to assume new duties as auditor and budget officer.



Mr. Joyce held a teaching fellowship at the University of Pittsburgh, where he has completed most of the requirements for the doctorate. He holds degrees from Indiana State Teachers College, Terre Haute, and Indiana

University, at Bloomington.

He has been president of the Indiana Commercial Teachers Association and vice-president of the college section of the Southern Business Education Association.

During the 1939 summer session he headed the secretarial-science department of the University of Tennessee.

MARVIN SMITH, formerly head of the commercial department and assistant principal of the Charleston (Illinois) High School, has accepted a position as critic teacher in the commerce department of the Eastern Illinois State Teachers College in Charleston. Dr. James M. Thompson is head of the department.



Mr. Smith has had fifteen years of teaching experience, including two years as high school principal in Campbellsburg, Indiana.

He completed his undergraduate work at Wabash College, Crawfordsville, Indiana; did a year of study at Indiana Central Commercial School, of Indianapolis; and was awarded the master's degree by Indiana State Teachers College, Terre Haute. He is now working toward his doctorate at Colorado State College, Greeley.

Visual Aids

FOR BUSINESS EDUCATION

LAWRENCE
VAN HORN



TEACHING Aids Exchange, Modesto, California, has produced a new film on typewriting, which was shown for the first time at the N.E.A. convention in Milwaukee last July. Free loan prints are available for review by persons responsible for the purchase of films for school libraries. The film is also available from the Y.M.C.A. Motion Picture Bureau at 351 Turk Street, San Francisco; 19 LaSalle Street, Chicago; and 347 Madison Avenue, New York City.

Tricks of the Trade for Typists. 16mm. silent motion picture, 400 feet, time 15 minutes, rental \$2 a day, sale price \$50. This film illustrates methods used by expert office typists to speed up production. It shows by diagram and actual on-the-job scenes "chain feeding," "back feeding," "carbon notching," "card flipping," and many of the time-saving tricks used by experienced typists. The film features Miss Betty Jean Henton, high school champion of California Commercial Contests. It is especially recommended for advanced typing students and for office-practice classes.

HOWARD E. WHELAND, Chairman, Commercial Curriculum Center, John Hay High School, 2075 East 107 Street, Cleveland, Ohio, is sole distributor for the following typing film, which was arranged and photographed by the Commercial Curriculum Center.

Improved Drills and Techniques in Typing. 16mm. silent motion picture, 2 reels, time 31 minutes, rental \$3.50 for two days' use. This film illustrates the better techniques of capital shift, paper change, and carriage throw, and gives proper finger reaches, both starting with the home

row and from other keys. Emphasis is laid on strong finger action with quiet wrists, keeping the fingers in place above the home position.

THE UNITED STATES SECRET SERVICE has produced an excellent sound motion picture, "Know Your Money," which is available through district agents. Contact your district agent or write to Frank J. Wilson, Chief, U. S. Secret Service, Washington, D. C. The film is lent free to junior and senior high schools and colleges, civic and fraternal groups, and business organizations. Following the showing of the picture, a Secret Service Agent will deliver a talk on money, genuine and counterfeit, and will answer questions from the audience. A circular explaining how to detect counterfeit money will be handed to each person in the audience.

Know Your Money. 16mm. or 35mm. sound motion picture, free loan, 1 reel, time about 20 minutes, narrated by Lowell Thomas. He relates the events leading up to a case portrayed in the picture. Part of the picture is devoted to close-ups of various denominations of currency in both spurious and genuine forms. In commercial motion pictures, such displays of legal tender are forbidden by law. The film clearly shows differences between genuine and counterfeit bills and coins, tells how professional passers of counterfeit money operate, and how merchants and others may protect themselves against the counterfeiter.

A Handy List of Source Material

Visual Aids. Compiled in 1940 by Lili Heimers, Ph.D., price 50 cents. A list of exhibits, charts, graphs, maps, and pictures available from various agencies and useful in high school and college teaching.

Visual Aids for Pupil Adventure in the Realm of Geography. Compiled by Seymour West in 1940, price 50 cents. A list of various sources for obtaining exhibits, charts, films, graphs, maps, pictures, and slides.

Both directories are available through Dr. Lili Heimers, Director, Visual Aids Service, New Jersey State Teachers College, Upper Montclair, New Jersey. Stamps are not acceptable.

The National 16mm. Film Directory of Free Loan Films, 1940 Edition, compiled by Lyle Miller, Scienceville High School, Youngstown, Ohio; summer address, 957 West Indianola. This 41page, 8½-by-14 inch, mimeographed directory lists over 1,400 free 16mm. silent and sound films from over 260 sources. The directory sells for 50 cents (plus 2 cents sales tax for Ohio orders).

Eighth International Schools Contest

FIVE records were broken at the eighth annual International Commercial Schools Contest, held at the Sherman Hotel in Chicago, June 20 and 21.

The contest was ably managed by an executive committee composed of W. C. Maxwell, head of the commercial depart-

ment of Hinsdale (Illinois) High School, chairman; Mrs. Marion F. Tedens, director of typewriting instruction, Chicago Board of Education; and William A. Twiss, of Herzl Junior College, Chicago.

The individual winners of first place in each event are listed below.

SHORTHAND

The shorthand scores represent the net transcription rate. The penalty for each error, typographical or transcription, was weighed at the rate of five words per error, which was deducted from the gross transcription to give the net rate. Dictation material consisted of letters and literary material.

Contestant	School and Instructor	Net Transcription Rate
Marion Healy	70-Word Rate, High School, Novice (2 Semesters) Siena High School, Chicago, Illinois. Sister Mary Hilary	46
Freda Dayhoff	100-Word Rate, Business College, Novice (1 Year) Wilcox College of Commerce, Cleveland, Ohio. Irene Korb	39
Hedwig Petroff	100-Word Rate, High School, Amateur (4 Semesters) Lew Wallace High School, Gary, Indiana. Katherine Tuck	35
Georgia Jones	100-Word Rate, University, Novice (2 Semesters) Central Normal University, Danville, Indiana. Blanche Wean	42
David Kelly	120-Word Rate, High School, Open Westport High School, Kansas City, Missouri. Earl J. Van Horne	44
Mildred Shere	140-Word Rate, Business College, Open Interstate Business College, Fargo, North Dakota. Esther Arndt	31

TYPEWRITING

Typewriting tests consist of 10 minutes of letter writing with tabulations, copied from set-solid manuscript, and 15 minutes of straight copy. Complete tests are scored on the stroke basis, fifty strokes being deducted from the gross strokes for each error.

Contestant	School and Instructor	Net Rate	
		Letters	Straight Copy
Sophie Michas	High School, Novice (2 Semesters) Balfour High School, Regina, Saskatchewan, Canada. Marjorie Sinclair	50	81
Violet Evers	Business College, Novice (1 Year) Jean Summers Business College, Buffalo, New York. Elizabeth Herr	50	78
Thelma Barnes	University, Novice (2 Semesters) Central Normal University, Danville, Indiana. Mary B. Johnson	44	70
Velma Crismon	High School, Amateur (4 Semesters) Lincoln High School, Tacoma, Washington. Inez E. Moore	0	113
Jeanne Monson	Business College, Amateur (2 Years) Wilcox College of Commerce, Cleveland, Ohio. R. N. Wilcox	79	79
Georgia Jones	University, Amateur (4 Semesters) Central Normal University, Danville, Indiana. Blanche Wean	52	72
Velma Crismon	High School, Open Lincoln High School, Tacoma, Washington. Inez E. Moore	00	113
Floyd Swink	Business College, Open Illinois Business College, Chicago. Verna M. Tederick	86	104
Mary M. McCoun	University, Open Central Normal University, Danville, Indiana. Mary B. Johnson	66	91

MACHINE TRANSCRIPTION

The machine transcription test consists of 15 minutes of letter writing from machine dictation. This test was scored on the stroke basis.

Contestant	School and Instructor	Net Transcription Rate
Velma Crismon	High School, Novice (2 Semesters) Lincoln High School, Tacoma, Washington. Inez E. Moore	86

<i>Contestant</i>	<i>School and Instructor</i>	<i>Net Transcription Rate</i>
Janet LeBarron	<i>Business College, Novice (2 Semesters)</i> Minnesota School of Business, Minneapolis, Minnesota. Ruth F. Woods	47
Claude Smith	<i>University, Novice (2 Semesters)</i> University of Washington, Seattle. Lenore Fenton	58
Velma Crismon	<i>High School, Open</i> Lincoln High School, Tacoma, Washington. Inez E. Moore	86
Claude Smith	<i>University, Open</i> University of Washington, Seattle. Lenore Fenton	58

MACHINE CALCULATION

<i>Contestant</i>	<i>School and Instructor</i>	<i>Grade</i>
Iulia Marrone	<i>High School, Novice (2 Semesters)</i> Proviso High School, Maywood, Illinois. E. W. Brooks	98

BOOKKEEPING

<i>Contestant</i>	<i>School and Instructor</i>	<i>Grade</i>
Gladys Lauritzen	<i>High School, Novice (2 Semesters)</i> Reddick High School, Reddick, Illinois. E. A. Underhoffer	98
Maxine Cormany	<i>Business College Novice (2 Semesters)</i> Northern Ohio Business College, Akron, Ohio. H. B. Horton	70
Betty Dove	<i>University, Novice (2 Semesters)</i> Central Normal University, Danville, Indiana. Blanche Wean	34
Donald Clark	<i>High School, Amateur (4 Semesters)</i> Jones Commercial High School, Chicago, Illinois. Robert J. Deal	78
Clarence Riewald	<i>Business College, Amateur (4 Semesters)</i> Wilcox College of Commerce, Cleveland, Ohio. W. F. Frishkorn	85

SPECIAL EVENTS

<i>Contestant</i>	<i>Best Letter Setup, Regardless of Division</i>	
Mildred Bruvold	Interstate Business College, Fargo, North Dakota	64 net 6 errors
Margaret Hamma	<i>World's Novice Typewriting Event</i> Brooklyn, New York	116
Margaret Faulkner	<i>World's Amateur Typewriting Event</i> Toronto, Canada	121
Stella Pajunas	<i>Secretarial Amateur Dictating Machine Event</i> Cleveland, Ohio	106
Velma Crismon	<i>Stovell Trophy</i> Lincoln High School, Tacoma, Washington	86

NEW RECORDS

	<i>New Record</i>	<i>Previous Record</i>
Velma Crismon, School Amateur Typewriting	113	107
Velma Crismon, School Open Typewriting	113	111
Margaret Hamma, World's Novice Typewriting	116	115
Velma Crismon, School Novice Dictating Machine	86	80
Stella Pajunas, World's Amateur Dictating Machine	106	101

MISS RUTH PLIMPTON, for the past several years office-training teacher on the faculty of Fullerton (California) Junior College, has been appointed a member of the faculty of the San Francisco Junior College.

This summer Miss Plimpton offered a course in methods of teaching secretarial training at Gregg College, Chicago.

Miss Plimpton is active in commercial-education associations and has pursued graduate courses at Teachers College, Columbia University, under the direction of Dr. Hamden Forkner.

HAROLD H. GREEN has joined the faculty of the department of commercial education, University of Pittsburgh, after a year as graduate assistant under Professor D. D. Lessenberry of that institution.

Mr. Green holds degrees from Whitewater (Wisconsin) State Teachers College and the University of Iowa. He has taught in North

Division High School, Milwaukee, and in Eastern New Mexico Junior College, Portales.

He has served as a section chairman for the National Commercial Teachers Federation, and is active in other professional organizations.

THE pictures of the winners of first prize in two of the B.E.W. contest divisions were inadvertently transposed on page 897 of the June B.E.W. The picture of Miss Anita LaBonte, who won first prize in Office Practice, was shown over Miss Josephine Hazen's name; the picture of Miss Hazen, who won first prize in Business Fundamentals, appeared over Miss LaBonte's name.

On page 872 of the same issue, the location of the C. H. Smith Company was stated as Toronto. The C. H. Smith Company is one of the leading department stores, of Windsor, Ontario.

The editors apologize.



The editors welcome letters on timely, important, controversial subjects.

TO THE EDITOR:

I have read the symposium under the heading, "The Value of Business Experience." (B.E.W., January, February, March, 1940.) In my note to you, which you published in this symposium (March, page 598), I did not say that business experience is not valuable for a teacher of business subjects. Every experience that one has in any line should be of value to him in other lines. Fortunate is the commercial teacher who has had business experience. It is not practical for all commercial teachers to secure business experience before teaching. I re-assert this.

As I write, I can see a small restaurant. In that, some students work to help pay a part of their expenses while in school. They collect bills, buy, sell, and try to please the public. How long should a student work in a place of this kind before he can claim business experience?

Within three blocks of where I sit is a great business office in which there are 400 employees, all working for an organization that is nation-wide in its contacts. How long should one work in such an office before he could become qualified in business experience to teach business?

What firms would be willing to give prospective teachers jobs for a week or a month or a year to give the teacher experience?

It resolves itself into the question of *business experience accreditation*. It is a delightful thing to discuss, founded in idealism, and would be beneficial if it could be carried into effect, but it is impossible of realization. If a teacher of commercial subjects must spend a definite time on a definite course in a definitely defined college with definite accreditation, does it not follow that the same sort of definite standardization would be required in getting experience? And who is there

to set the standard, to limit the time, to give the work?

It won't be done.—*J. L. Harman, President, Bowling Green College of Commerce, Bowling Green, Kentucky.*

TO THE EDITOR:

In the April, 1940, issue of the *BUSINESS EDUCATION WORLD*, I was interested in the article relative to fencing being offered to the students at the Bard-Avon School, Baltimore.

Beginning in October, 1939, the students of the New England Business Schools were required, health permitting, to take boxing and fencing. Boxing was given to the boys two hours each week and fencing to the girls for a similar period. Both classes were conducted under the supervision of the Boston Young Men's Christian Association.

Both the boxing and fencing classes were given to the students with the thought that it would help them increase their self-confidence, their general all-round health, and in many cases lead to better posture and poise.—*Charles H. LaDue, Principal, New England Business Schools, Boston, Massachusetts.*

TO THE EDITOR:

It is a real joy for me to note your letter replying to that of Mr. LaDue, principal of our New England Business Schools, regarding the introduction of fencing and boxing into our curriculum, rather than having a football or baseball team. The basic goal of our school is to develop character, and we feel that the only security young people are going to have will come about through courage.

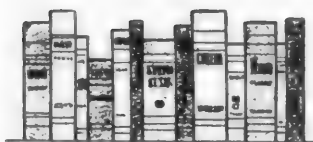
You may also be interested to know that my recent alignment with the new Prohibition Party is because of its interest in reorganizing the public schools. This is the one party which has found from sad experience that legislation will not solve our problems, and that our people must demand character and training, rather than sports and diplomas.—*Roger W. Babson, Babson's Statistical Organization, Babson Park, Massachusetts.*

TO THE EDITOR:

May I suggest that you reprint Louis P. Thorpe's articles on personality in booklet form, as they would make a good foundation for a course in personality development.

If every student in the world read those articles, there would be no more dictators or wars.—*Sydney Goldstein, 48, Rectory Road, London, England.*

[EDITOR'S NOTE: Dr. Thorpe's personality articles have been reprinted in a B.E.W. Service Booklet entitled "Analyzing and Building Personality." A free copy will be sent to any B. E. W. subscriber on request. Ask for B. E. W. Service Booklet No. 14.]



Your Professional Reading

MARION M. LAMB

Let this department guide your professional reading. The B.E.W. is constantly on the lookout for new books and magazine articles of interest to business educators.



HOW about starting the year right by doing some background reading? In just a few months most of us will probably be scanning the magazines and books for wonder-working ideas to bring up typing and shorthand rates, to say nothing of improving proficiency in some of the more elementary skills, but we might as well enjoy the optimism of a new year by attempting to get an intelligent picture of the whole educational scene before we are pushed off to our relatively small corners.

The following books, with one or two exceptions, have been highly recommended during the past year and reviewed in detail in the newspapers and educational magazines. It's time for good resolutions!

Fifty Recent Books for Background Reading

This compilation is limited to the most highly recommended books that are of interest to all teachers; it is not annotated, because in almost every instance the title of the book indicates its contents. No reference books in business education or related fields are included. They comprise a special list to be published later.

If you should buy any of these volumes, remember to ask for your special teacher's discount.

If any of your favorite titles are missing

from this list of "must" books for all teachers, send us their names and we will include them in a supplementary list.

- Averill, Lawrence A., *Mental Hygiene for the Classroom Teacher*, Pitman Publishing Company, New York, 1939, 217 pages, \$2.
- Benjamin, H. R. W., *Saber-tooth Curriculum* (a satire), McGraw-Hill, New York, 1939, 139 pages, \$1.
- Berg, Louis (M.D.), *The Human Personality*, Prentice-Hall, New York, 1940, 321 pages, \$3.
- Breed, F. S., *Education and the New Realism*, Macmillan, New York, 1939, 237 pages, \$2.
- Brown and Roucek, *Our Racial and National Minorities*, Prentice-Hall, 1940, 877 pages, \$3.75.
- Brubacher, J. S., *Modern Philosophies of Education*, McGraw-Hill, New York, 1939, 370 pages, \$3.
- Butterweck, Joseph S., and Muzzey, George A., *A Handbook for Teachers*, E. P. Dutton and Company, New York, 1939, 218 pages, \$2.25.
- Chamberlain, Leo M., *The Teacher and School Organization*, Prentice-Hall, 1940, 656 pages, \$2.80.
- Chappell, Matthew N., *Back to Self-Reliance*, Whittlesey House, McGraw-Hill, New York, 1939, 239 pages, \$2.
- Eby and Arrowood, *The Development of Modern Education*, Prentice-Hall, New York, 1940, 922 pages, \$3.50.
- Eckert, R. E., and Marshall, T. O., *When Youth Leaves School* (The Regents' Inquiry), McGraw-Hill, New York, 1939, 360 pages, \$3.
- Edwards, Newton, *Equal Educational Opportunity for Youth, a National Responsibility*, American Council on Education, Washington, D. C., 1939, 189 pages, \$2.
- Elsbree, Willard L., *The American Teacher* (historical), American Book Company, New York, 1939, 566 pages, \$2.50.
- Freeman, F. N., *Mental Tests, Their History, Principles, and Applications*, Houghton-Mifflin, New York, 1939, 460 pages, \$2.50.
- Fuess, Claude, *Creed of a Schoolmaster*, Little, Brown & Co., Boston, 1939, 195 pages, \$2.
- Hamrin, S. A., and Erickson, C. E., *Guidance in the Secondary School*, Appleton-Century, New York, 1939, 465 pages, \$2.75.
- Harrison, Margaret, *Radio in the Classroom*, Prentice-Hall, New York, 1938, 260 pages, \$2.50.
- Heaton, K. S., and Weeden, Vivian, *The Failing Student*, The University of Chicago Press, 1939, 286 pages, \$2.50.
- Hepner, Harry Walker, *It's Nice to Know People Like You* (personality), D. Appleton-Century, New York, 1939, 172 pages, \$1.50.
- Hussey, Marguerite, *Teaching for Health*, Prentice-Hall, New York, 1939, 328 pages, \$2.25.
- Kefauver, Grayson N., Editor, *Social Education*, by Speakers at an Educational Conference at Stanford University in 1939. Macmillan, New York, 1939, 312 pages, \$1.75.

- Lincoln, Mildred E., *Teaching About Vocational Life*, International Textbook Company, Scranton, Pennsylvania, 1937, \$4.50.
- Lyon, Watkins, and Abramson, *Government and Economic Life, Volume One*, The Brookings Institution, Washington, D. C., 1939, 519 pages, \$3.
- Mearns, Hughes, *The Creative Adult: Self-Education in the Art of Living*, Doubleday, Doran and Company, 1940, 300 pages, \$3.
- Menenber, Yetta, under the direction of John R. Emens, *A Study of the Homeroom in the Intermediate Schools of Detroit, Michigan*, Detroit Board of Education, 1939, 114 pages.
- Meyer, Adolph E., *Modern European Educators—And Their Work*, Prentice-Hall, New York, 1940, 241 pages, \$2.50.
- Meyer, Adolph E., *The Development of Education in the Twentieth Century*, Prentice-Hall, New York, 406 pages, \$2.75.
- Mulgrave, Dorothy I., *Speech for the Classroom Teacher*, Prentice-Hall, New York, 1940, 398 pages, \$2.50.
- New York Career Tours Committee, *Women at Work*, New York Career Tours Committee, 35 West 57th Street, New York City, 96 pages, \$1.15.
- Newton, J. H., *Education for Democracy in Our Time*, McGraw-Hill, New York, 1939, 242 pages, \$2.50.
- Norton, John and Margaret, *Wealth, Children, and Education*, Teachers College, Columbia University, 1938, 138 pages, \$2.
- Norton, T. L., *Education for Work* (The Regents' Inquiry), McGraw-Hill, New York, 1939, 263 pages, \$2.75.
- Norton, T. L., *Public Education and Economic Trends*, Harvard University, 196 pages, \$1.50.
- Payne, E. George, *The Menace of Narcotic Drugs—A Discussion of Narcotics and Education*, Prentice-Hall, New York, 1940, 294 pages, \$1.50.
- Phelps, Harold A., *Contemporary Social Problems*, Prentice-Hall, New York, 1938, 820 pages, \$3.50.
- Pyle, Theresa, *The Teacher's Dependency Load*, Teachers College, Columbia University, 1939, 111 pages, \$1.60.
- Reed, H. B., *Psychology and Teaching of Secondary-School Subjects*, Prentice-Hall, 1939, 684 pages, \$3.25.
- Rinsland, Henry Daniel, *Constructing Tests and Grading in Elementary and High School Subjects*, Prentice-Hall, New York, 1940, 323 pages, \$2.85.
- Schneider, Franz, *Students Examine Their Professors*, Pestalozzi Press, Berkeley, California, 1939, 32 pages, 35 cents.
- Seabury, David, *Why We Love and Hate* (psychology), Whittlesey House, McGraw-Hill, New York, 1939, 440 pages, \$2.75.
- Sears, Paul B., *Life and Environment, the Interrelations of Living Things*, Teachers College, Columbia University, 1939, 175 pages, \$1.85.
- Spaulding, F. T., *High School and Life* (The Regents' Inquiry), McGraw-Hill, New York, 1939, 377 pages, \$3.
- Spears, Harold, *The Emerging High School Curriculum and Its Direction*, American Book Company, New York, 1940, 400 pages, \$2.50.
- Tead, Ordway, *New Adventures in Democracy*, Whittlesey House, McGraw-Hill, 1939, 229 pages, \$2.
- Thorpe, Louis P., *Psychological Foundations of Personality*, McGraw-Hill, New York, 1938, 602 pages, \$3.
- Wallin, J. E. Wallace, *Minor Mental Adjustments in Normal People*, Duke University Press, Durham, N. C., 1939, 298 pages, \$3.
- Williamson, E. G., *How to Counsel Students*, McGraw-Hill, New York, 1939, 562 pages, \$3.75.
- Witty, Paul, and Kopel, David, *Reading and the Educative Process*, Ginn and Company, New York, 1939, 374 pages, \$2.50.
- Witty, P. A., and Skinner, C. E., *Mental Hygiene in Modern Education*, Farrar and Rinehart, New York, 1939, 539 pages, \$2.75.
- Wynn, John P., *The Teacher and the Curriculum*, Prentice-Hall, New York, 1940, 440 pages, \$2.50.

The Community and Its Young People

By M. M. Chambers, American Council on Education, 744 Jackson Place, Washington, D. C. 36 pages. 15 cents.

As refreshing in its content as in its title, which gets away from the overworked sloganeering word *Youth*, this publication by the American Youth Commission "is an attempt to take discussion of youth problems to the grassroots," according to the foreword.

Coincidentally with the publication of this pamphlet, the American Youth Commission issued a strong statement, pointing out that local communities can do much to help young people, entirely aside from Federal aid. The majority of communities, the statement said, are falling far short of meeting the needs of young people.

• • For those of you who have been writing in so hopefully—and even urgently—about the Los Angeles syllabi, we have sad news. Copies are not available to teachers outside Los Angeles! And who would have suspected those folks on the sunny west coast of being isolationists at heart? They tell us it's a matter of printing costs and the budget.

THE BUSINESS EDUCATION WORLD

B. S. in Ed., 1940

I never dared say so in school,
But I think psychologists are crool.

People who speak to me hereafter of conditioned reflexes
Will simply be sticking out their neckses.

When Pavlov rang a bell, his dogs thought they were going to dine,
And their mouths watered, and Pavlov thought that was fine,
But I will never trust a psychologist with any dog of mine.

People can do experiments with any number of white mice

And I will just yawn and say, "Isn't that nice!"

But I don't like Thorndike's putting a cat in a maze

Because that is where I have been much too often these days,

Only lacking the cold calm for which cats are noted.

And I don't care who knows it, but to cats I am simply devoted.

Scientific experiments are not without their drama, or even glama,

But I came here to learn to teach shorthand, typing, transcription, and grama.

I came here to learn pedagogy because this is a mine of it,

And what happened was that every time we read about a different kind of insanity I got every sign of it.

I can hardly manage enough visceral responses to digest my meals at all

Because I keep thinking of Mr. St. Martin with a window in his tummy wall.

Dr. Beaumont for examining him gets highly honorable mention,

But nobody says whether the patient got even a pension.

It says "Psychology is the science of the human mind" at the beginning of the book.

But it gets so physical by Chapter 4 that you are half afraid to look.

The teaching of typewriting may have loads to do with vivisection,

But I am not going to figure out the connection.

L'Envoi

Just give me some chalk and a blackboard and the brief forms rolling free

And thirty young things and a shorthand text—and . . . let . . . me . . . be.

THE Alumni Association of Nashua (New Hampshire) Business College honored Alison H. Barbour, principal of the school, at a testimonial dinner in June, celebrating Mr. Barbour's completion of fifty years of active service to commercial education and thirty years in his present position. More than 250 guests attended.

John Thomas, president of the New England Business College Managers' Association, of which Mr. Barbour is a former president, presented a leather-bound testimonial to Mr. Barbour and a bouquet of roses to Mrs. Barbour. Mr. Thomas, who is principal of the Thomas Business College, Waterville, Maine, was the principal speaker of the evening.

Many other public and private schoolmen spoke briefly, and the Alumni Association presented Mr. Barbour with a fine fishing rod.

THE Van Sant School of Business, Omaha, Nebraska, celebrated in June the fiftieth anniversary of its founding by Adam Van Sant.

Miss Ione Duffy, present owner and manager, studied in the school under its founder and has been connected with it for thirty years. During this time, more than 11,000 students have been graduated from the school.

Miss Duffy's experience with poorly prepared job-seeking young persons, whom she met while she worked in an employment office, helped to crystallize her own ideas of training for business. Even before she bought the school, she helped young job-seekers with their studies, and for many she also provided food and lodging.

Miss Duffy's biography appears in *Who's Who in Nebraska*.

Unusual Journalism Course

AN intensive course in duplicated journalism, given at Central Normal College, Danville, Indiana, during the week of June 17 to 21, was a decided success.

Students attended from North Carolina, Tennessee, Indiana and Ohio. Problems of the duplicated journalism field were answered by: Homer Smith, of Pendleton, Indiana; Vergil Miller, Connersville (Indiana) Junior High School; M. McCabe Day, Huntington (Indiana) High School; and Hoyt Hurst, William A. Wert High School, Gary, Indiana.

The course was conducted under the leadership of Mrs. Blanche M. Wean, chairman of the National Duplicated Paper Association.



THE CLASS IN DUPLICATED JOURNALISM

Front row, seated (left to right): Vergil Miller, Connersville, Indiana; Maxine Presser, Lapel, Indiana; Viola Williamson, New Albany, Indiana; Margaret Backland, Cleveland, Ohio; Elizabeth Swisher, Chesire, Ohio.

Second row, seated: Marie Merritt, Danville, Indiana; Mildred Hunt, Oakland City, Indiana; Alene Godfrey, Fort Wayne, Indiana; Martha Willis, Greenfield, Indiana; Edna Russell, Brazil, Indiana; Helen Hall, Scottsburg, Indiana; Lina Joe Peele, Lewiston, North Carolina.

Third row, standing: Laurence Wheatley, Kempton, Indiana; Dorothy Langston, Knoxville, Tennessee; Nema Ramsey, Danville, Indiana; Homer Smith, Pendleton, Indiana; Gertrude Callies, Campbellstown, Ohio; Donald Sattler, Mt. Vernon, Ohio; Blanche M. Wean, Central Normal College, Danville, Indiana; Dale Jackson, Owensburg, Indiana.

Experienced Teachers, Too

... will be thoroughly interested in the B.E.W.'s new Student-Teacher Department, which begins in this issue.

This new department, conducted by Marion M. Lamb, begins on page 37.

MORE students are studying business or secretarial work in the junior colleges of the country than are studying any other vocational subject, according to a statement issued by the American Association of Junior Colleges, based on investigation by its commission on terminal education.

Two-year courses in general business were offered by 183 junior colleges in 1938-39, the report showed. There were also 164 secretarial courses, 31 in salesmanship, 12 in insurance, 11 in accounting, 7 in merchandising, 4 in hotel and restaurant management, 4 in banking and finance, 1 in business management, and 1 in business law. Total enrollment in these business curriculums was 14,511.

Two year courses covered by this report were "terminal," being planned for students intending to devote only two years to college work.

Reports were made by 426 junior colleges throughout the United States, of which 293 offer terminal courses.

A STUDY revealing offerings in commercial subjects has recently been made by Miss Clara Hoffman, instructor in commerce in the Southeast Missouri State Teachers College.

One hundred forty-six schools in the twenty-seven southeast Missouri counties, excluding the city of St. Louis, co-operated with Miss Hoffman in compiling the data on various subjects taught in the commercial departments.

Of the entire enrollment of 33,156 high-school students, 22.2 per cent are enrolled in typing; 10.6 per cent, in shorthand; and 7.9 per cent, in bookkeeping.

One hundred nineteen teachers are instructing in the commercial department exclusively, while 19 combine commerce with English. Ten instructors are teaching a combination of commerce and physical education. Mathematics and social sciences rank next in the teaching combination units.

One high school of the 146 examined does not at present offer a course in typing, but it will be added next year. Seventeen schools will add shorthand, and seven will add bookkeeping to their commercial curriculum.

DR. W. M. Durost, former research assistant of the Institute of School Experimentation, Columbia University, and Paul L. Turse, chairman of the stenographic department of the Peekskill (New York) High School, have been working on a correction-transcription shorthand achievement test. Considerable progress has already been made.

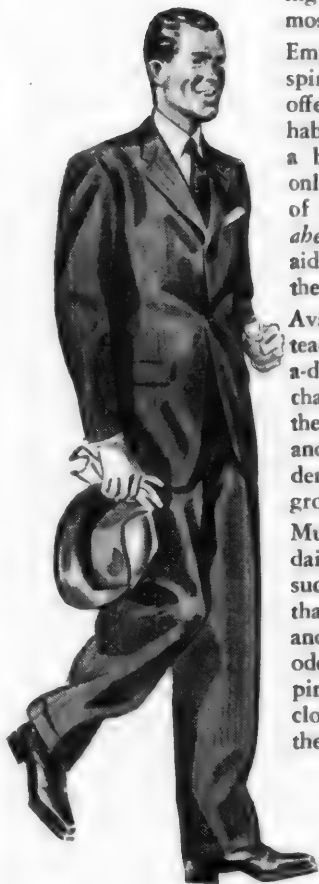
A Business Credential every Employer Demands!

GOOD grooming is just as important as technical proficiency in qualifying for a job—lack of personal neatness a most frequent cause of losing one.

Employers particularly will not excuse perspiration odor. Anyone can unknowingly offend if the daily-bath-plus-a-deodorant habit has not been firmly established. For a bath takes care of *past* perspiration only, but a good deodorant prevents risk of underarm odor for the whole day *ahead*. Many commercial teachers are now aiding their students by impressing upon them this important fact.

Available FREE are our visual aids for teaching the value of the daily-bath-plus-a-deodorant habit. Among them are wall charts pointing out on life-like figures all the vital elements in grooming for men and women, together with individual student leaflets listing these pointers on good grooming.

Mum, the largest selling deodorant, is a daily grooming habit with thousands of successful men and women. They know that fatigue, nervousness, stuffy rooms and tight clothing increase perspiration odor—and that Mum is effective for stopping odor, yet is harmless to skin and clothing. Winter and summer, Mum keeps them safe, sure—in business, socially.



MUM takes the
odor out of perspiration



FREE TEACHING HELPS: *Good Grooming for Business*

BRISTOL-MYERS CO., 45 Rockefeller Plaza, New York

PLEASE SEND ME THE MATERIAL CHECKED:

☐ Wall Chart in Color, "Perspiring is Healthful, But..."

☐ Student leaflets listing Essentials to Good Grooming

☐ "Grooming for the Job" Charts for Men and Women

☐ Samples of Mum for Graduating Class

Name _____ Name of School _____

High School? _____ College? _____ Private Business School? _____

School Address _____ City _____ State _____

Girls Enrolled _____ Boys Enrolled _____ Number of Classes _____

Grade _____ How many Mum samples required for one upper class? _____

REV 9-40

When requesting these helps, please mention the Business Education World.



Shorthand Practice Material

THE GREGG WRITER

★ Each month the B. E. W. gives in this department some 5,000 words of selected material counted in units of 20 standard words for dictation. This material will be found in shorthand in the same issue of THE GREGG WRITER. ★

The Steel Industry

A few simple facts reprinted, by permission, from a series of advertisements published last year by the Bank of New York

STEEL—the master tool of civilization—has been a dynamic force in American progress.

The American³⁰ standard of living is made possible by more than 100,000 steel products—things we use directly,⁴⁰ such as refrigerators and automobiles, and the things which serve us indirectly, like machines, bridges,⁵⁰ and power lines. The amount of steel in use in this country is estimated at 18,000 pounds per person,⁶⁰ which is 50% to 200% more than in other leading steel producing countries.

In¹⁰⁰ 1865 the United States was producing only 3% of the world's steel. By 1900¹²⁰ it was producing nearly 50%. In 1937, however, America¹⁴⁰ produced only 38%. The growth of the steel industry in America was not due so¹⁶⁰ much to an abundance of raw material as to an abundance of private enterprise—the necessary¹⁸⁰ alloy for human progress.

Individual initiative and steel seem mutually attractive.²⁰⁰ 9 out of 10 steel executives rose from the ranks. 93% of steel workmen rate as skilled or partly²²⁰ skilled. Steel is a progressive, rugged business ready to spend millions to keep its plants modern, to develop new²⁴⁰ processes and to further metallurgical research. More than \$320,000,000 was so²⁶⁰ spent in 1937, without taking into account some \$200,000,000 spent²⁸⁰ for maintenance and repairs.

The capital investment for each job in this industry is³⁰⁰ \$11,500, and approximately 500,000 men are normally employed at wage rates which³²⁰ in 1937 were 25% above 1929—triple³⁴⁰ the average rate paid to steel workers in eight foreign countries. Taxes of \$169,000,000³⁶⁰ paid by the

industry in 1937 were 65% greater than in³⁸⁰ 1929 and equivalent to \$330 for each worker employed. (400)

A Tank-Town Drama

By HOWARD BRUBAKER

Reprinted from November, 1934, American Magazine by special permission of author and publisher

Copyright, 1934, by the Crowell Publishing Company

IT HAD BEEN an irritating day of starting cars, thawing radiators, and recharging batteries. Anybody²⁰ else wishing help tonight would be told in plain language to go to that region where motors never had cold⁴⁰ weather troubles.

As Tink rounded a curve he seemed to be driving straight into an orange-colored setting sun. Against⁶⁰ this lurid light was the silhouette of a car inclined at a drunken angle by the roadside. Square in the⁸⁰ center of the great disc was the form of a woman slumped over a front fender. The scene was theatrical,¹⁰⁰ unreal, and it raised the curtain upon a drama which Tink was never to find quite convincing.

As he drew¹²⁰ alongside he was relieved to see the figure come to life. The woman straightened up, took a quick look at the garage¹⁴⁰ outfit, and smiled.

"That's what I call service!" Her unsteady voice was a combination of a giggle and a sob.¹⁶⁰

"Did you phone somebody for help?" he asked, hoping he had lost a job.

"No, it just happened this minute. You are the¹⁸⁰ answer to prayer."

The woman was small of stature, with big blue eyes, ivory skin, and plentiful dark hair. She²⁰⁰ must have been unusually pretty not many years ago. On her head was a knitted beret of bright crimson²²⁰ and her scarf was a brilliant green.

"It's an old Darton, isn't it? I've passed it on the Lane."

"People generally²⁴⁰ do."

Tink had a feeling she was wisecracking to keep from crying. He climbed down to examine the situation.²⁶⁰ The old touring car had skidded off the slippery road and slumped into the ditch,

with a front wheel jammed against²⁹¹ the stone fence. A steering knuckle had been bent by the blow.

With the aid of his crane he got the Darton back on the³⁰¹ road, and he was able to tow it slowly to the garage on its own wheels. By this time the stage manager³⁰² who³⁰³ was running this show had added a gaudy yellow full moon to the set.

In the shop Tink assessed the damage and³⁴⁰ found that he could not fix the steering gear tonight. He would have to get a new part tomorrow, if he could find one.³⁶⁰

"That's my hard luck," the young woman said. "But I have to get home somehow. The kids are probably tearing my husband³⁸⁰ limb from limb. We live way out in the Blue Rock country. It's—I'm afraid it's seven miles. I am Sally Bushnell."

"Your⁴⁰⁰ name is Bushnell and you drive an old Darton?"

To Tink this seemed an interesting coincidence, but it brought no⁴²⁰ reaction from this customer except a quick look of inquiry and a nod of the head.

"I'll take you home myself."⁴⁴⁰

"Sorry to be a nuisance."

"Is it your fault that I don't carry a good line of spare parts?" Tink growled.

AS IT WOULD⁴⁸⁰ BE a cold drive to Blue Rock, he chose a closed car for the trip. He now looked at the things piled in the back of the Darton⁴⁸⁰ and asked whether she wanted them taken along.

"Let's see"—Mrs. Bushnell hesitated a moment. "We'll take⁵⁰⁰ this box of groceries to my starving loved ones, but the other things—will they be all right in the car?"

"Sure; nobody⁵²⁰ will bother them."

"Another thing, Mr. Tinkham—about your bill. Of course, I didn't plan to run off into⁵⁴⁰ the ditch tonight. If I could have a little time—"

"The name of Bushnell is O. K. here. The charge won't be much, anyhow.⁵⁶⁰ By the way, the customers have to call me 'Tink.' It's a rule of the house."

"Thanks a lot, Tink. I picked a good place⁵⁸⁰ to crack up."

Out on the road under the unconvincing lemon moon the passenger asked, "How come you like the Bushnells⁶⁰⁰ so much?"

"Because the old Darton was built by Daniel Bushnell, and it had the best engine ever built in⁶²⁰ America. That 1923 job you own was the finest thing ever turned out of the Bushnell shop.⁶⁴⁰ That was his last model before he sold out to Amalgamated and retired from the business."

"Ours has taken⁶⁶⁰ a lot of punishment, but I'm afraid it won't hold together much longer."

"I know. A good, honest engine like⁶⁸⁰ that outlasts the body."

Half an hour later they were following the rough, winding road up the valley of Blue Rock⁷⁰⁰ Creek.

"Here we are," Sally said. "This is our hide-out. We call it Candle Cypress."

WHEN MRS. BUSHNELL opened the front⁷²⁰ door, Tink, following with the box of groceries,

had an impression of vast quantities of Bushnells of assorted⁷⁴⁰ sizes rushing forward, but actually there were only three. Obviously she was the spark plug of this⁷⁶⁰ outfit. In a series of rapid movements she threw off her coat, handed the grocery box to a freckled small⁷⁸⁰ boy, picked up an overturned chair, and presented her husband.

"David, this is Tink, the car-fixer. I've had a little⁸⁰⁰ accident and he has been kind enough to bring me home."

"Happy to meet you," said Tink.

Mr. Bushnell shook hands⁸²⁰ cordially, and his opening remark gave Tink a jolt. One might expect some word of anxiety about the⁸⁴⁰ mishap, but what David said was:

"Did you ever see such a gorgeous sunset?"

"Yes, it was swell—Hello!"

Tink suddenly⁸⁶⁰ discovered that his left hand was being yanked, and he heard a childish voice saying: "Happy to meet you."

Sally⁸⁸⁰ performed the ceremony:

"Tink, this platinum blonde with the dirty face is Cynthia."

The child, probably about⁹⁰⁰ five years old, had a beaming, angelic face, iris-blue eyes, tow-colored hair, and two missing teeth. She wore⁹²⁰ corduroy trousers and a ragged sweater. She promptly attached herself to Tink and stuck by him through the visit.

Sally⁹⁴⁰ now lighted a couple of fresh candles, and Tink noticed for the first time the primitive lighting system of⁹⁶⁰ the Bushnell home.

She threw a log on the open fire. "Excuse the disorder. A poet and two kids are not so⁹⁸⁰ good at housekeeping!"

Here the ear was smitten by a sound from the rear of the house as of a tinsmith plying his¹⁰⁰⁰ trade.

"That's Galbreath building a motorcar out in the kitchen."

SO this David person was a poet! That would explain¹⁰²⁰ some things that were puzzling—his love of sunsets, his overlong hair, his flannel shirt open at the throat, his littered¹⁰⁴⁰ desk, his general air of not knowing what it was all about.

Here Cynthia inserted a piece of cheery¹⁰⁶⁰ news:

"Mr. Morketch was here."

"Cyn means Mr. Larson, dear," David explained.

"Oh, Mr. Larson? You probably¹⁰⁸⁰ know him, Tink. He lives in Burnley."

"Ham Larson? Sure."

"He has been kind to us," David said. "We owe him a great deal."

"I'll¹¹⁰⁰ say we do." Sally made a wry face.

There was a look of happiness upon the poet's face.

"He brought me a paper¹¹²⁰ to sign. It will relieve me of all sordid business problems. Won't you stay and have supper with us, Tink?"

"Not this¹¹⁴⁰ time, thanks. I've got to run along."

"You're welcome to share our mush and milk," said Sally, "but maybe—is there a Mrs.¹¹⁶⁰ Tink?"

"No, I haven't any wife."

This was a fatal admission, for the platinum blonde said:

"I'll be your wife."

"I'll¹¹⁰ think over your kind offer, Cynthia," Tink said gravely. "Mr. Bushnell, I looked at your engine tonight and there¹²⁰⁰ is an attachment on the carburetor I never saw in any motor. It looks like a home-brew affair¹²²⁰—did you put it on?"

This question was another false step, for it started a lecture. David was a conscientious¹²⁴⁰ objector to automobiles. He did not use machinery in any form, and he spoke bitterly of¹³⁰⁰ such curses of mankind as electricity, telephones, radio, cities, skyscrapers, business, and money.¹²⁸⁰

"The best period of the world's history was the Thirteenth Century. Don't you feel that?"

"I wouldn't know. It was¹³⁰⁰ before my time."

David waved a hand over his work table.

"I'm writing a grand-opera libretto in blank¹²²⁰ verse. It's laid in the Middle Ages and—"

"Here is Mr. and Mrs. Stufflebeam—and Mrs. Jellyjinks and Pudgy."¹²⁴⁰ Cynthia deposited some cloth dolls in Tink's lap. Pudgy was a dog, the other creatures, babies, and they¹³⁰⁰ all wore expressions of utter surprise upon their silly gingham faces. "You can be their papa."

"I'd better¹³⁰⁰ beat it," Tink laughed. "I'm getting in pretty deep."

AS HE ROSE his glance fell upon an oil painting over the fireplace,¹⁴⁰⁰ a full-length portrait of a lovely young woman in a Spanish costume.

"That's my gra'ma," Cyn explained.

The grown-ups¹⁴²⁰ made no explanation. Grandma was apparently a foreigner; or maybe she had been to a fancy-dress¹⁴⁴⁰ party.

When Tink said good night at the door, the sentimental Cynthia had to be peeled off of him by her mother.¹⁴⁰⁰

"I'll hold the little vamp till you make your get-away. Thanks a lot, Tink, and do the best you can with old Darty."¹⁴⁰⁰ I need that curse of civilization."

"I'll have her back tomorrow."

IN THE MORNING Tink drove over to the¹⁵⁰⁰ Amalgamated service station in the neighboring city of Chichester. They did not have the needed part for¹⁵²⁰ the antiquated Darton in stock, but they would get it from New York in three or four days. Tink contrived an emergency¹⁵⁴⁰ repair that would keep Sally Bushnell in circulation until the new part came. He poked a loving screw¹⁵⁶⁰ driver into Darty's well-preserved interior, tightened things here and there, and again paid his respects to the¹⁵⁸⁰ sturdy workmanship and fine materials Daniel Bushnell had built into this engine.

If Tink had not dallied¹⁶⁰⁰ thus with old Darty—so he afterwards declared—he would have been safe on the road to Blue Rock before the Baylor¹⁶²⁰ girls blew in. In that case he would never have been caught in the web of circumstances involving such curious¹⁶⁴⁰ matters as Lily Hinklemeier's delightful case of scarlet fever, twenty-seven dollars' worth of beans,¹⁶⁶⁰ bologna, and corn meal, Clint Blake's painful duty to society, a soprano who had been the petted darling¹⁶⁸⁰ of New York in the gas-lit era, and Ham Larson's craving for goods, chattels, real estate appurtenances, and¹⁷⁰⁰ hereditaments. (1704)

(To be continued next month)

Enrico Caruso

WHEN Caruso, the golden-voiced opera singer, was in his prime, he was hailed on both continents as the world's²⁰ greatest tenor. Yet it is said that this marvelous singer who one would think must have known all there was to know about⁴⁰ tone production, went unfailingly each year to the studio of a famous teacher in Italy. There⁶⁰ he would sing, while the great maestro, with closed eyes, and in deepest concentration, would listen critically to the⁸⁰ world's greatest human voice.

That is why the great tenor went to him—to be listened to by an expert—to learn if¹⁰⁰ he had developed any bad habits that he could not himself discern—to get himself back into correct form.¹²⁰

This story told in a recent *New Yorker* advertisement brings home dramatically the reason why shorthand¹⁴⁰ experts go back regularly to the Manual for review to keep themselves close to the fundamentals of¹⁶⁰ their system. All of us can profit by Caruso's example! (171)

"Rah, Rah!—Team! Team!"

By CLARABELLE McDERMAND

For Use with Chapter One of the Manual

KEY MEN of the grid are those that can make time. The lad that can hurry, but that can eliminate mental error, is²⁰ the lad that is needed in the game today. A kick can be made by a kid that can aim well, but the gain will be⁴⁰ made by the lad that will kick in time. A tackle that is made too late is of little aid to the team.

The team that⁶⁰ is at the head of the League will desire to remain there, but it will not remain there a month without good men.

Our⁸⁰ team will go to the mat today with Lynn. In drill our men ran well, their kicking was neat and the tackle could get his¹⁰⁰ man any time. To the many that are going that meant a good game.

I cannot treat our other game in detail¹²⁰ here. Our team ran to the grid in gay array—neat red and tan gear. The Lynn team was in green. All were eager to get¹⁴⁰ into the game.

The key man kicked, the end made a tackle and hit his enemy at the knee. His attack was in¹⁶⁰ time and his teammate made a gain. Our team was clicking. Dan Greeley, a grad, was mad with glee. You could hear him rallying¹⁸⁰ the team, "That's the ticket. Trim them!"

The Lynn team had to dig in to handle this attack, but they could not rally²⁰⁰ in time. They dallied but a minute, but our men had taken the lead. What those men lacked was a calm but ready lad²²⁰ to lead them. (222)

Deep Sea Fishing

By DOROTHY LITTLE

Graded for Use with Chapter Two of the Manual

HAVE you ever been to sea for a day of deep sea fishing? Anyone here will tell you that if you have not, you²⁰ have missed something great!

In our city there is a place where the people have their ships all ready to go when they feel⁴⁰ like fishing and the day is good for catching fish.

When I first came to this city a man and woman said that I¹⁰⁰ could go with them in their pretty ship on a deep sea fishing trip. They made plans that all should be ready to go the⁸⁰ next morning before most people are about, but when one is going fishing, the trip must be made when the fishing¹⁰⁰ is good—and before very many other fishing ships are leaving.

It was a pretty fair day for such a trip¹³⁰ and when the ship reached the sea, everyone was eager to get the first fish of the day. Nothing was said as each¹⁴⁰ prayed for a jerk of the line. Very soon my line jerked, and, with much labor, I got it in—far as I could without¹⁶⁰ help. I feared to risk getting it on the ship, but I could not get anyone to help me. The plan was that I should¹⁸⁰ handle my first fish—and I did!

I was very happy when I got it in the ship. This was the first fish of the²⁰⁰ morning. Very soon the others were happy to get their catch, too, but I let my one Spanish Mackerel do for²²⁰ my first trip!

Soon all were ready to go back to the city and have a great feast on deep sea fish—not to mention²⁴⁰ the nursing of their tans!

Would you not like to go fishing here in the pretty ships? You may have a chance to visit²⁶⁰ here one day, and when you do, you must make at least one such trip. (271)

The Flower Shop

By MARTIN DRAYSON

Graded for Use with Chapter Three
of the Manual

JOHN COLLINS is the owner of a flower shop on Oak Place. His daughter Laura is both cashier and co-owner³⁰ of the shop, which is a model of cleanliness and order. Formerly the shop was a store for auto parts. John⁴⁰ Collins had sought a means of earning a living when he bought the store, but it was really his daughter's love of⁶⁰ flowers that was the major factor in renovating the dirty store, putting in a concrete floor, and opening⁸⁰ their flower shop.

Laura is there fairly early to receive and start opening the boxes of flowers which¹⁰⁰ are brought in. She places the flowers in tall jars, earthen pots, and copper bowls. She also takes the orders for flowers¹²⁰ when folks call on the phone.

Collins loves to show off the daily collection of flowers. There are tiers of tall urns¹⁴⁰ and oval baskets with streamers flowing gaily. Flower boxes and canisters are set neatly in rows. Laura¹⁶⁰ employs great art in her manner of fixing flowers in odd pieces of pottery which are scattered in spots where¹⁸⁰ visitors will notice them easily.

Near the door of the shop are some special roses with stems nearly as tall²⁰⁰ as John Collins. There are orange blossoms, hollyhocks, and Easter lilies in season; asters, poppies, primroses,²²⁰ and snowballs, too. But it is hard to say which predominates—which is the star of this show of sheer loveliness; but²⁴⁰ the honors generally go to the roses.

Visitors love to stroll about and breathe the heavenly odors²⁶⁰ of the fresh flowers before making their selection. Often, on holidays, there will be so many special orders²⁸⁰ that Collins and Laura both are still hard at work in the evening when folks flock into the shop wanting flowers³⁰⁰ to pin on their coats before hurrying off to the theatre or the opera. (314)

The Boxer's Fists and the Singer's Throat

Like the Stenographer's Fingers, They Must
Be Kept In Constant Training

Only the Italicized Words are Beyond the Vocabulary
of Chapter Eight of the Manual

IT is the morning after the great fight. The scene—the living quarters of the pugilist who was acclaimed world³⁰ champion the night before. The howling, cheering mob of people that watched the unerring skill, the swiftness and sureness⁴⁰ of the fighter's fists, would say that he is at the top. He is, and the supposition would be that now he has been⁶⁰ proclaimed the best, he could lie abed late, eat and sleep when he wished, and *exercise* only if he felt *inclined*. He⁸⁰ could—but he could not do so and remain world champion. No, this very morning after his victory he must¹⁰⁰ buckle down to the hard job of making himself better and better. He must start getting ready for the next fight.¹²⁰ *Someone* is sure to challenge him if he holds top place and he has got to be ready to defend his *title*. That¹⁴⁰ means not only his fists must be powerful and sure when he steps into the ring again, but they must be *directed*¹⁶⁰ by a quick, alert mind, one that *anticipates* what is coming. Such *coordination* doesn't come with easy¹⁸⁰ living. Because he can't tell when the challenge will come, he must keep in training all the time. This fighter knows that²⁰⁰ more men take knockouts in the ring—or from life itself—because they are not prepared than because they lack the raw²²⁰ *materials* on which victory is built.

Last night a singer *stood* in an auditorium packed with people and²⁴⁰ held her audience spell-bound as her voice rose higher and higher, or a note was held with flawless *purity* until²⁶⁰ the pianissimo was the merest thread spun into the air. Then an aria where the notes leaped and²⁸⁰ skyrocketed over the scale like jewels—each perfectly *colored* and rounded. The audience applauded steadily.³⁰⁰ The listeners recognized the *absolute control*, the *flexibility* such singing takes. You'd think that for³²⁰ a while after this triumph the prima donna could relax and let her scales and arpeggios alone. *Practicing*³⁴⁰ isn't great fun—it is hard work. Just the same, that singer, if she wants to retain her claim to world fame, has to keep³⁶⁰ at it. A *few weeks* or months of let-down and she would lose those tones that bring her listeners to their feet. Not only³⁸⁰ must she keep her *vocal* chords pliant but into her singing must go heart and mind, if she is to stir the emotions⁴⁰⁰ of her audience.

Our work may not be so *spectacular* as the boxer's or singer's, but constant training⁴²⁰ is just as necessary to make any headway or just to stay

good at what we are doing. If we are earnest⁴⁴⁰ about this business of getting some place—and we can shoot as high as we want if we have the necessary⁴⁰⁰ *fundamental* qualities and back of the *dexterity* of our *physical* performance we add the best of⁴⁸⁰ our mental power—we must keep improving the job. There can be no coasting. As has been said, there is no such thing⁵⁰⁰ in life as standing still. We are either on the way up or on the way down.

A business can't stand still either. Look⁵²⁰ at the *automobile manufacturers*. They put out the best car they knew how to make twenty years ago. But⁵⁴⁰ they didn't sit back because their car was the best of its kind that year. They studied to improve on their good job—they⁵⁶⁰ didn't rest because they had a national *reputation*. They kept making better and better cars.

Do you⁵⁸⁰ remember in "Through the Looking Glass" what the Red Queen said to Alice? Alice and the Queen were on a vast *imaginary*⁶⁰⁰ chessboard. The Queen told Alice, who was then a Pawn, she could be a Queen when she reached the eighth square. *Ambitious*⁶²⁰ Alice was racing across the chessboard to get to the eighth square and her kingdom. She ran and ran, then looked around⁶⁴⁰ breathlessly to discover she was exactly where she started. Then it was, the Red Queen remarked, "Now here—you see,⁶⁶⁰ it takes all the running you can do to keep in the same place. If you want to get *somewhere* else you must run at least⁶⁸⁰ twice as fast as that."

That is the way it is. As *pleasant* as it may be to dillydally—to mull along doing⁷⁰⁰ the things that we know how to do, unless we run we can't even stay in the same place, and as the Red Queen says,⁷²⁰ "If you want to get somewhere else—"

That is why famous people have to work so hard to stay famous and why we will⁷⁴⁰ have to hustle if we make headway! (746)—*Inspection News, published by the Retail Credit Company, Atlanta, Georgia.*

CHANGE AND PROGRESS is certain to go on regardless of your attitude toward it. Unless you habitually²⁰ keep abreast of progress, your life may be bitter and disappointed because the parade will pass you by so far⁶⁰ that you can no longer hear the inspiring music of the band ahead. (53)

Actual Business Letters

From a Householder's Mail

Dear Mr. Harding:

No single purchase you can make for your home will cost so little and provide so much genuine,²⁰ year-after-year comfort as McRae "Concealed" Radiators, installed under your windows.

Normally, the coldest⁸⁰ spot in any room is at the window, and, since cold travels down from the window to the floor, you need all the⁸⁰ heat you can get at this point.

The McRae overcomes these zones of discomfort by meeting incoming cold with air-⁹⁰carried heat rising through grilles in the upper part of the radiator. Additional comfort comes from its¹⁰⁰ unobstructed, heated front panels, which emit a greater volume of radiant, sun-like warmth into

the lower¹²⁰ part or living zone of the room making your floors thoroughly comfortable. This modern radiator becomes¹⁴⁰ a part of the wall and may be decorated to match any surroundings.

Of course you want radiant, sun-like¹⁶⁰ heat. Of course you want "concealed" radiators. But you want concealed radiators that give you a full measure of¹⁸⁰ comfort. So—be sure to learn about this new McRae before you build or remodel. Every inch of the front²⁰⁰ panels of this radiator is *working* surface—every inch "alive"—more heat near your feet—more healthful for²²⁰ young children to play on the floor.

The new McRae fits into the wall—out of the way. Occupies no floor space.²⁴⁰ Increases the room size—improves room appearance. The McRae is the only "concealed" radiator with full "live heat"²⁶⁰ front.

Ask your architect to send for our free catalogue now or see your local heating contractor and guarantee²⁸⁰ your winter warmth.

Yours truly, (286)

From tough steer—to TENDER STEAK

By Westinghouse

WHEN a friend unexpectedly happens to drop in for dinner, it's no more than right that he take potluck for granted.²⁰ But when we carefully plan a dinner, long in advance, most of us pretty much stick to the rule of serving⁴⁰ the best food we can get.

That rule was rudely broken last April, when one hundred and forty-six people sat down⁶⁰ to dinner at a Cleveland hotel. It was a notable group—civic and industrial leaders, food experts,⁸⁰ home economists, chefs, editors—people invited for one particular purpose, to taste a new kind of¹⁰⁰ steak.

They were not served choice beef; those steaks were not expensive. Average in quality, average in price, average¹²⁰ in every respect—but one! This beef was treated by a new process, called Tenderay, which has the peculiar¹⁴⁰ ability of making ordinary beef as tender and juicy in just three days as the expensive¹⁶⁰ cuts the very finest hotels serve after three or four or five weeks' ageing.

The guests were delighted. The steaks, they¹⁸⁰ said, were excellent. But they were not half as pleased as Mrs. Cleveland housewife, who learned that from that day on she could²⁰⁰ buy the same kind of beef at her own store; heard that for the first time she could buy steak without guess and without gamble²²⁰ and know that it would be tender—always.

The Tenderay process, developed by Westinghouse in coöperation²⁴⁰ with the Kroger Food Foundation and Mellon Institute, depends on a lot of factors; humidity,²⁶⁰ temperature, and what not. The orthodox method of ageing and tenderizing beef consisted simply of hanging²⁸⁰ the meat in coolers at temperatures ranging from 33 to 38 degrees, Fahrenheit. The low³⁰⁰ temperatures helped to retard spoilage resulting from the growth of mold and bacteria, but also retarded³²⁰ the natural chemical reactions in meat which cause tenderizing. Too, the low humidities usually³⁴⁰ found in such coolers brought about de-

hydration or drying of the meat, resulting in losses in weight⁴⁶⁰ and juiciness. It was known that higher temperatures and humidities would hasten ageing, but such conditions⁵⁸⁰ were also more favorable to the growth of the tiny organisms which hasten spoilage.

Several⁴⁰⁰ years earlier, Westinghouse engineers had developed a tubular lamp which produces a wealth of⁴²⁰ ultraviolet rays of a wavelength most deadly to mold and bacteria yet operates at only a few degrees⁴⁴⁰ above room temperature. The lamp had been applied successfully to food preservation, and had been used in⁴⁶⁰ meat tenderizing experiments in the Westinghouse research laboratory with promising results. Through⁴⁸⁰ use of the lamp, engineers had determined they could raise the temperature of a cooler to 60 degrees⁵⁰⁰ Fahrenheit or more, raise the humidity to approximately 90 per cent, and at the same time keep the⁵²⁰ meat virtually bacteria- and mold-free. They achieved uniform tenderization of beef in three days.⁵⁴⁰

To determine whether the same results could be obtained in large-scale meat tenderization, a "pilot plant" was⁵⁶⁰ installed. Through the months of research that followed engineers carried out large-scale tests. They determined the correct balance⁵⁸⁰ of ultraviolet radiation, temperature, humidity, and air circulation, and evolved⁶⁰⁰ a definite handling technique. They determined, further, that the lamps alone have no tenderizing effect on⁶²⁰ the beef. They merely protect it during the process, enabling the higher temperature thus made possible⁶⁴⁰ to hasten the tenderizing.

The pilot plant was in operation for a full year and effectiveness of⁶⁶⁰ the Tenderay process was proved beyond the possibility of doubt before a single pound of tenderized⁶⁸⁰ beef was offered for sale to the public.

Then the process was allowed to emerge from the laboratory. But⁷⁰⁰ even its first public appearance was in the nature of a test—and an important one. Only one large meat⁷²⁰ distributing concern in one city was licensed to use the process, and it was installed in a plant having⁷⁴⁰ a capacity of four and a half million pounds of beef annually.

The public's verdict was immediate⁷⁶⁰ acceptance of Tenderay beef and a steadily rising demand for more. Within a few months, it was found⁷⁸⁰ necessary to double the size of the first plant, to take care of the increasing demand. And as a result,⁸⁰⁰ many progressive meat packers and distributors throughout the country are installing Tenderay Plants or are⁸²⁰ negotiating with Westinghouse for licenses which will permit them to do so.

BUT—and here is where Westinghouse⁸⁴⁰ research plays such an important part—the process would be utterly impractical without the newly perfected⁸⁶⁰ Sterilamp* which kills bacteria with light and keeps the meat fresh and sweet.

He would be a rash prophet who'd care⁸⁸⁰ to predict the uses commerce and industry and medicine will find for the Sterilamp. A poultry man says⁹⁰⁰ it solves his turkey raising problems. Restaurants, hotels, bars, and soda-fountains in ever-increasing numbers⁹²⁰—depend on Sterilamps

to keep glasses sterile; meat markets and groceries to keep food fresh, to reduce spoilage⁸⁶⁰ and refrigeration costs. One of the country's largest hospitals has installed Sterilamps to sterilize the⁸⁸⁰ air in the operating rooms. Another in the nursery to protect babies in their cribs.

Certainly⁹⁰⁰ Westinghouse, when this development started, did not know its ultimate scope. And that, after all, is the way of research¹⁰⁰⁰ and its great justification. It is an exploration into the unknown, it follows new paths and¹⁰²⁰ uncharted byways—not with the assurance of success; merely with courage and experience and knowledge, and sound¹⁰⁴⁰ common sense as a guide. (1044)

• • •

NO ARTICLE on which is the name of your firm is completely sold until the customer returns to buy again. (20)—"Merchandising Advertising."

If We'd Think

From The Dixietype for June, 1940

It's a little thing to do,
Just to think.
Anyone, no matter who,
Ought to think.
Take a little time each day
From²⁰ the minutes thrown away,
Spare it from your work or play,
Stop and think!

You will find that men who fail
Do not think.
Men who⁴⁰ find themselves in jail
Do not think.
Half the trouble that we see,
Trouble brewed for you and me,
Probably would never⁶⁰ be
If we'd think!

Shall we journey hit-or-miss,
Or shall we think?
Let's not go along by guess,
But rather to ourselves⁵⁰ confess
It would help us more or less
If we'd think! (89)

—Imperial Indicator

By Wits and Wags

VISITOR: And what's your name, my good man?

Prisoner: 9742.

Visitor: Is that your²⁰ real name?

Prisoner: Naw, just me pen name. (28)

• • •

"DO you remember when we met in the revolving door?"

"Goodness, yes! That was when we started going around²⁰ together, wasn't it?" (24)

• • •

"SIR, the enemy are before us as thick as peas!"
"All right, shell them!" (12)

• • •

"IT is the duty of everyone to make at least

*Reg. U.S. Pat. Off.

one person happy during the week," said a Sunday-school²⁰ teacher. "Have you done so, Freddy?"

"Yes," said Freddy promptly.

"That's nice. Now tell us what you did."

"I went to see my aunt,⁴⁰ and she was happy when I went home." (46)

• • •
"THE human anatomy is a wonderful piece of mechanism."

"Yes, pat a man on the back and you'll make²⁰ his head swell." (22)

• • •
COUNSEL (to police witness): But if a man is on his hands and knees in the middle of the road, does that prove he²⁰ is drunk?

Policeman: No, sir, it does not, but this one was trying to roll up the white line. (36)

• • •
MOTHER (doing a crossword puzzle): Give me the name of a motor that starts with "t."

Father (fed up): Don't be absurd,²⁰ my dear, they all use gas. (25)

The Sorry Doe

(Junior O. G. A. Test)

A DOE that had but one eye used to graze close by the sea. She always kept her good eye turned to the land side against²⁰ approach of danger, and her blind side toward the sea from which she thought there was no cause for fear. Some sailors rowing⁹⁰ by in a boat and seeing her grazing, shot and killed her. She gasped: "Ah, woe is me! I was safe on the land side from⁹⁰ which I looked for attack, but found an enemy in the sea which I thought was safe. Would that I had kept a better⁹⁰ lookout on both sides." (84)

An All-Round Skill

(September O. G. A. Membership Test)

LEARNING to write these forms well is fine training. But you must also learn to type well and later to turn your notes written²⁰ from fairly rapid dictation into a neat, attractive typewritten letter for the head of some firm to⁴⁰ sign.

How nice it would be if he could look at that letter and say to himself: "I confess that I did not appreciate⁹⁰ the value of a beautiful letter before. My business should grow by leaps and bounds because this is the⁹⁰ sort of letter people will sit back and read. Yes, Miss Jones rates an increase in salary from me. She has taught me¹⁰⁰ that getting out a letter requires more skill than I have ever given credit for. I couldn't do as well myself." (120)

Transcription Speed Project

Dear Mr. Curtis:

What would you give to assure yourself that the windows in the new home you are building would not²⁰ stick, jam, or rattle but would be "trouble-free" for years to come?

We introduced just such a window on the market⁴⁰ eight years ago that has become the fastest selling modern window in America.

"Right-Fit" Windows give your⁹⁰ rooms light, air, and beauty combined with smooth and easy opening and they won't "leak." The exclusive patented features⁹⁰ of Right-Fit keep heat inside and prevent drafts.

You pay no more for the satisfaction Right-Fits give you—in fact¹⁰⁰ you pay less in time, for during the winter months owners have found that they effect an actual saving of as¹²⁰ much as 25 per cent of their fuel bill.

Our booklet enclosed shows you both casement and double-hung models.¹⁰⁰ May we quote you prices?

Yours truly, (146)

Dear Miss Kennedy:

With vacation over you will be making an appointment soon, we know, for a new permanent²⁰—a completely restyled "hair-do" in the very latest Fall mode.

We are offering special prices this month⁴⁰ on Mondays through Thursdays that will prove particularly attractive—our special \$7.50⁹⁰ permanent for \$5.00, and any three other items for \$1.00—a trim, shampoo, finger wave or manicure⁹⁰—and 25 per cent discount on any of the various type facials.

Mr. Charles is back and is¹⁰⁰ personally supervising all the work. You know the secret of his particularly soft Junior League Permanent¹²⁰—patient moulding by hand with a minimum of mechanized and heating process—that makes your new permanent¹⁰⁰ grace your appearance with a subtle air that stands out in the crowd.

Shall we make an appointment for you with Mr.¹⁰⁰ Charles for Tuesday afternoon?

Very truly yours, (169)

—*—
PETE MCNEE, JR., cofounder with his wife of the McNee School of Business, Henderson, Texas, has been elected mayor of Henderson. He is twenty-three years old and is said to be the youngest mayor in the nation.

Mr. and Mrs. McNee founded their school less than two years ago, beginning with a few business classes.

Mayor McNee was elected first president of the Henderson Junior Chamber of Commerce and was selected as "the outstanding young man" in Henderson for 1939.

THE part that office equipment plays behind the scenes of American life has been dramatically presented in "Office Equipment and You," a new brochure just published by the Office Equipment Manufacturers Institute.

You may be able to get a copy from the Office Equipment Manufacturers Institute, 100 East 42nd Street, New York City. The supply is almost exhausted, but the booklet may be reprinted if the demand is large.